REPORT RESUMES

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PREVENTIVE MEASURES TO REDUCE READING RETARDATION IN THE PRIMARY GRADES.

BY- REID, HALE C. AND OTHERS

CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT, IOWA

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COOPERATIVE RESEARCH PROJECT-2698 WAS EXTENDED TO THE SECOND-GRADE LEVEL IN ORDER TO DEVELOP AND MEASURE THE EFFECTS OF INDIVIDUAL OR SMALL-GROUP INSTRUCTION FOR LOW-SCORING SECOND GRADERS IN READING, OF LESSONS ADAPTED TO THE NEEDS OF THE LOW GROUP, AND OF INSERVICE TRAINING OF TEACHERS. SECOND GRADERS WHO RECEIVED TOTAL METROPOLITAN ACHIEVEMENT RAW SCORES OF 65 OR BELOW AND WHO HAD A LORGE-THORNDIKE INTELLIGENCE SCORE OF 80 OR HIGHER PARTICIPATED. DATA WERE COLLECTED ON 203 PUPILS. THREE METHODS WERE COMPARED. THESE WERE (1) A BASAL APPROACH USING BOTH TEXT AND MANUAL (BR), (2) BASAL APPROACH USING TEXT, MANUAL, AND INSERVICE TRAINING (BRIT), AND (3) BASAL APPROACH USING SPECIAL LESSONS, BASAL TEXT, AND INSERVICE TRAINING (SBRIT). THE LATTER WAS SUBDIVIDED INTO TWO GROUPS. THE EXPERIMENTAL GROUP RECEIVED ADDITIONAL TRAINING FROM SPECIAL READING TEACHERS WHILE THE CONTROL GROUP DID NOT. THERE WERE 16 DEPENDENT VARIABLES. SUBJECTIVE DATA WERE OBTAINED FROM TEACHERS. STATISTICAL ANALYSES INCLUDED F AND T TESTS. THE SBRIT-E GROUP HAD HIGHER READING ACHIEVEMENT SCORES THAN ANY OTHER GROUP. NO METHOD WAS SIGNIFICANTLY SUPERIOR TO SBRIT-C GROUP. THE ACHIEVEMENT OF LOW PUPILS WHOSE TEACHERS HAD INSERVICE TRAINING WAS NOT SUPERIOR TO THAT OF PUPILS WHOSE TEACHERS DID NOT. OTHER RESULTS, CONCLUSIONS, A BIBLIOGRAPHY, AND FIVE APPENDIXES ARE INCLUDED. (BK)

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PREVENTIVE MEASURES TO REDUCE READING RETARDATION IN THE PRIMARY GRADES

Cooperative Research Project No. 3157

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREVENTIVE MEASURES TO REDUCE READING RETARDATION IN THE PRIMARY GRADES

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I

PROBLEM

Failure in reading almost certainly assures failure in other school areas, leads to discouragement with the educational process, and predisposes young people to early dropout. U.S.O.E. Project No. 2698[1] conducted in the Cedar Rapids Public Schools during the 1964-65 school year addressed itself exclusively to this problem at the first grade level. Its objective was to develop and evaluate seven different methods of teaching the low reading group pupil in first grade. In the process of developing the methods and in pursuing the second semester program, certain techniques stood out as having particular merit. The experience gained through the conduct of the first grade study led to the belief that it might be possible to utilize some of the successful first grade techniques at the second grade level. This would mean, however, that special lesson plans would have to be written at the second grade level which would incorporate the findings of the first grade study.

Throughout the United States considerable time, money, and effort is devoted to solving the problems of those children who do not learn to read well early enough. Much of this expenditure comes in an attempt to remediate the problem long after it has been identified. Frequently, special instruction in reading is provided at the intermediate grades or in junior or senior high schools. Remediation at this point is difficult because it involves a pupil who has had many failures and thus approaches such help feeling partially or completely defeated. The program seems less than satisfactory because proper materials are hard to find and the student, even if he learns to read successfully, is then faced with two to six years of "catching-up" work to accomplish in the other curriculum areas. With this situation in mind, the research staff, posed the question, "What effect might additional individual or small group instruction provided by a special reading teacher have on poor readers in second grade?"

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[1] One of the 27 national reading studies carried out at the first grade level during the school year 1964-65.

One further consideration which seemed important was what effect, if any, in-service training of teachers might have upon pupil achievement. In-service meetings had seemed indispensable in the first grade study, although their effect upon pupil reading achievement had not been measured in any objective way. Would the inclusion of such meetings for part of the teachers in the second grade study alter in any appreciable way the outcomes of the reading scores of the pupils in their research groups?

Objectives

The major objectives of this study thus became:

1. To develop and measure the effect of individual or small group instruction for low group pupils in the second grade, the instruction to be provided by trained teachers of reading and to be given to each pupil at such a time as would not interfere with his regular classroom instruction in reading, i.e., the special help in reading would be in addition to the pupil's usual instruction in reading.
2. To develop and measure the effect of lessons especially adapted to the needs of the low group, second grade pupil, which lessons[1] would be

---

[1] Based on the findings of the first grade study, this meant separate word study lessons in addition to, but integrated with, the lessons for the basal reader.

used in place of the lessons in the teacher's manual accompanying the basal reader, and

3. To develop and measure the effect of a series of in-service meetings which would particularly acquaint second grade classroom teachers with the reading needs and possibilities of the low group pupil.

Source of Subjects

Although there certainly would have been advantages in dealing at the second grade level with only those pupils who had participated in the first grade study,[1] this did not seem feasible in light of the number of pupils who had moved out of the school system. Therefore, it was decided that all second grade pupils would be given the Metropolitan Achievement Test, Primary I Battery, Form B, during the first week of September, 1965, and that those pupils who scored below a reasonable (to be determined after the administration of the test) cut-off point would then also be tested with the Lorge-Thorndike Intelligence Tests, Level I, Form A, Primary Battery. From this population of pupils the subjects would be selected for participation in the study.

Design of the Study

Three methods groups, evolved from three of the objectives outlined above, all of which were to use the same basal reader materials,[2] were described as follows:

Method I: Basal Reader Using Both Text and Manual (BR)

The reading performance of this method group would serve as a control or baseline for the investigation. The low reading group pupils in classrooms assigned to this method would be taught at their reading level in a small group by the regular classroom teacher using the methods and materials prescribed in the basal reader manual.

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[1] One of the main advantages would have been the possibility of further measurement of the effect of the first grade methods.

[2] This was not to be the basal reader series ordinarily used in the Cedar Rapids elementary schools. By having all teachers use new material it was hoped to minimize the Hawthorne effect, i.e., the effect of the experimental group surging ahead because of new materials.

Method II: Basal Reader Using Both Text and Manual, In-Service Training (BRIT)

The reading performance of this method group, when compared to the BR method, would assess the effect of a special in-service training program for teachers. This method would differ from the BR method only with respect to the feature of in-service training.

Method III: Special Lessons, Basal Text, In-service Training (SBRIT)

This method group would be divided into two subgroups designated SBRIT-C[1] and SBRIT-E,[2] both of which would receive in-service training.

The reading performance of SBRIT-C, when compared to SBRIT-C, would assess the effect of special individual or small group reading instruction given in addition to the regular classroom program by a special teacher of reading.

SBRIT-E subgroup pupils would be assigned to these two groups on a randon basis. The SBRIT-E pupils would share the same program and teacher as the SBRIT-C pupils. In addition they would receive approximately 30 minutes of individual and small group (2-3 pupils) reading instruction outside the classroom two or three times weekly. Two teachers with special training in reading would carry out this aspect of the instructional program, each serving approximately 20 to 25 pupils.

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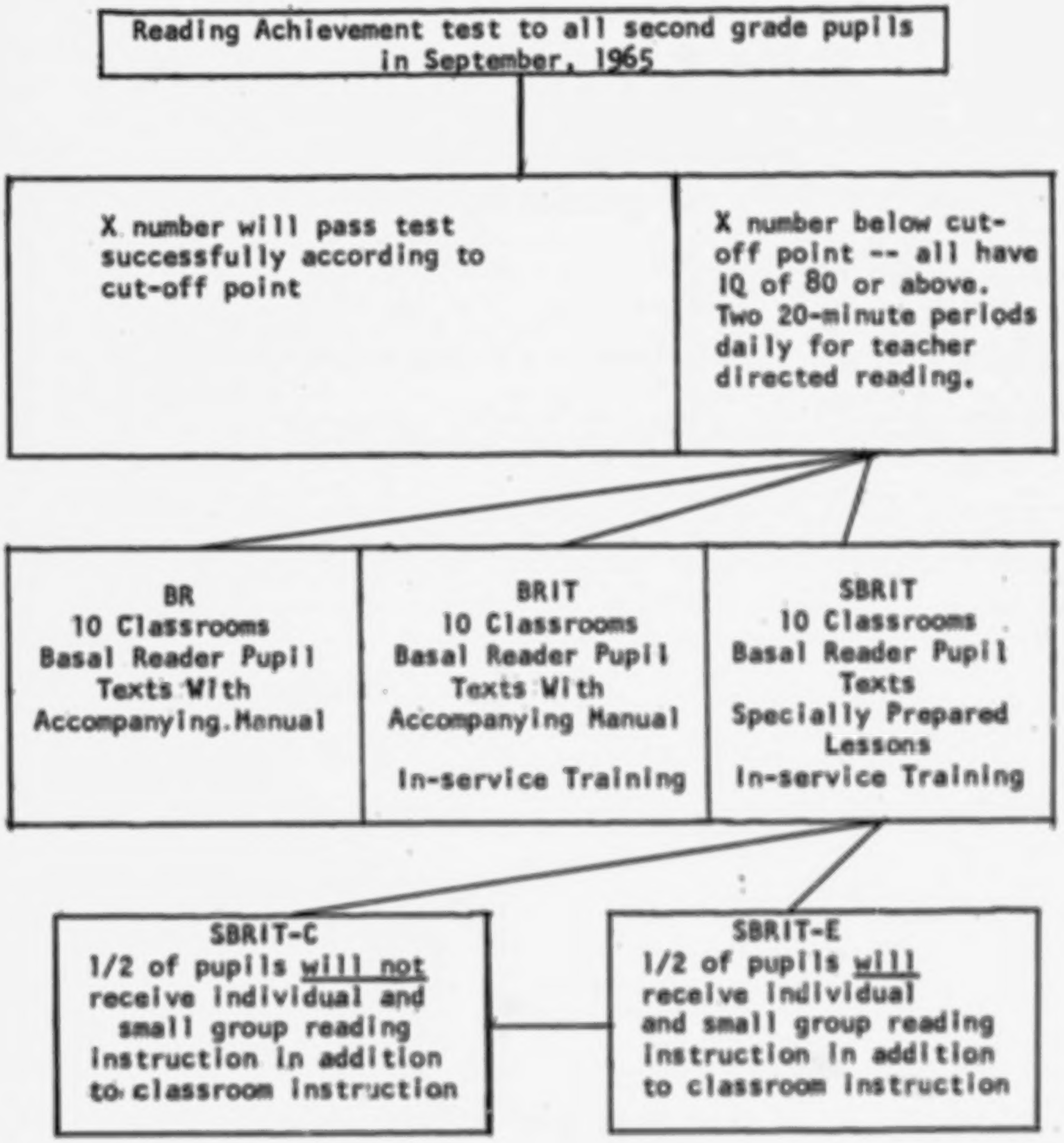
[1] Control

[2] Experimental

Pictorially presented, the design of the study was as follows:



Reading Achievement test to all second grade pupils in September, 1965

X number will pass test successfully according to cut-off point

X number below cut-off point -- all have IQ of 80 or above. Two 20-minute periods daily for teacher directed reading.

BR
10 Classrooms
Basal Reader Pupil Texts With Accompanying Manual

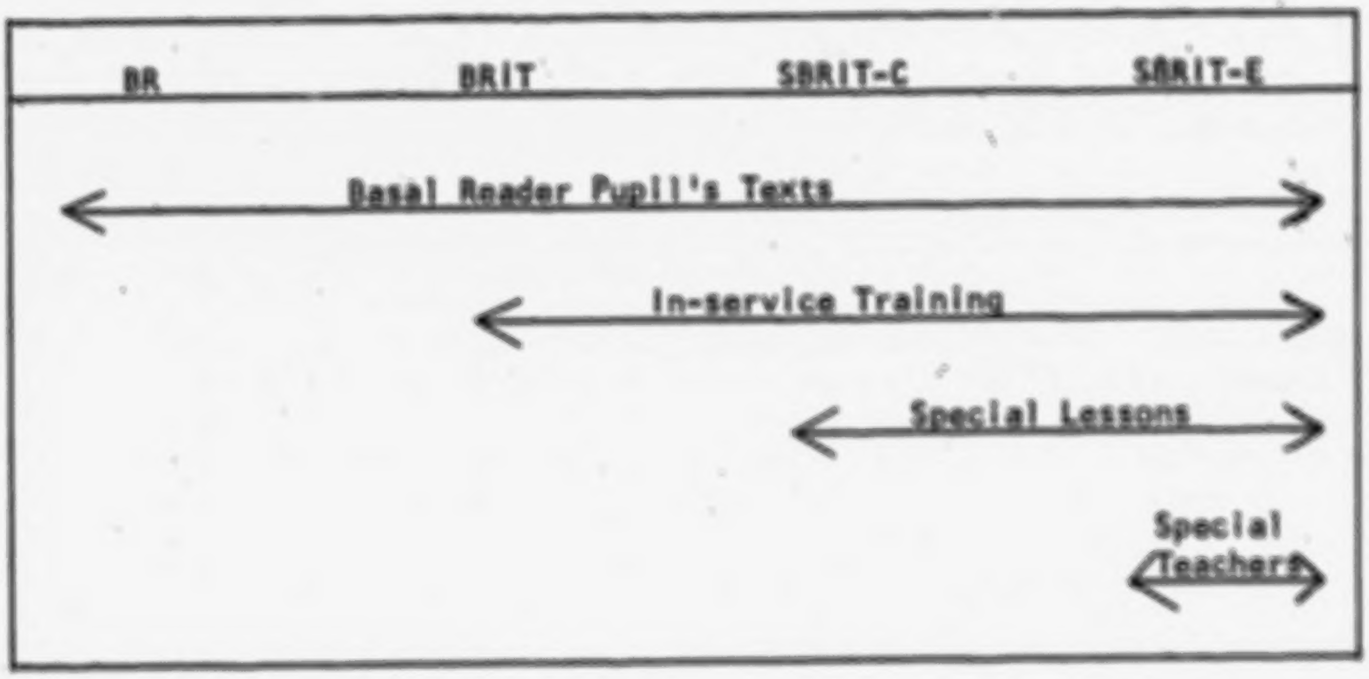
BRIT
10 Classrooms
Basal Reader Pupil Texts With Accompanying Manual
In-service Training

SBRIT
10 Classrooms
Basal Reader Pupil Texts
Specially Prepared Lessons
In-service Training

SBRIT-C
1/2 of pupils will not receive individual and small group reading instruction in addition to classroom instruction

SBRIT-E
1/2 of pupils will receive individual and small group reading instruction in addition to classroom instruction

The following diagram also presents visually what was attempted in the study and perhaps sets the stage for the hypotheses which will follow. Horizontal lines represent elements which remained constant for each of the methods:


BR
BRIT
SBRIT-C
SBRIT-E
Basal Reader Pupil's Texts
In-service Training
Special Lessons
Special Teachers

The elements to be measured could be obtained as follows:

1. The effect of special teachers: measure SBRIT-C against SBRIT-E.
2. The effect of special lessons: measure BRIT against SBRIT-C.
3. The effect of in-service training: measure BR against BRIT.

Hypotheses

From all of the foregoing it was hypothesized that:

1. The reading performance of those low group pupils who theoretically had every benefit in the study (their teachers used specially prepared lessons to accompany the basal readers and they had individual or small group instruction outside the classroom at least two times every week) would be higher than the adjusted mean scores of the methods which comprised all other low group pupils in the study. Thus, the reading performance of the SBRIT-E pupils would be higher than the reading performance of the BR pupils, the BRIT pupils, or the SBRIT-C pupils on the end-of-year reading measures.

2. Those low group pupils who in second grade would be taught reading by lessons especially designed for the low group pupil (SBRIT-C) would score higher on the end-of-year reading measures than those pupils who would receive the typical, regularly planned basal instruction (BRIT).

3. Those low group pupils whose teachers would have regular in-service training (BRIT) would score higher on the end-of-year reading measures than those groups whose teachers would have have such training (BR).

4. Those groups in the second grade study which completed more of the basic reading material would score higher than those groups which completed less of the material, regardless of method.[1]

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[1] This fourth hypothesis is included because of results obtained from U.S.O.E. Project No. 2698 in which a special treatment of the pacing of the teachers in groups who completed the maximum amount of first grade basal reading material as compared to those who completed only one-half of the basal program showed significant differences in favor of those groups who completed the maximum amount.

Terminology

So that there may be common frames of reference the following terms are defined as they will be used in this report:

1. Study vs. project

Throughout this report the collective work of the 13 directors who participated in the U.S.O.E. Cooperative Research at the second grade level will be referred to as the national project. The individual research carried out by each director will be referred to as a study.

2. Group vs. classroom vs. method

The word "group" will be used to designate in a collective manner those pupils within each classroom who were research pupils.

The term "classroom" will refer to the entire pupil enrollment within a given second grade classroom.

"Method" will be the term consistently used to designate a specific treatment of the basal reader. For one method, instructional treatment of pupils within the method necessitated a subdivision, with each subgroup referred to by the adjunct of a letter: C for control, and E for experimental.

3. Remedial vs. special teachers of reading

Because this study was chiefly concerned with preventive measures in an attempt to reduce reading retardation the term "remedial" was not considered appropriate. The two teachers with advanced training in reading whose responsibility it was to provide additional reading instruction beyond that provided by the regular classroom teacher will be referred to as "special teachers of reading."

4. Second grade vs. second reader level

Although this study was concerned with second grade pupils, the majority, early in the study, were not reading at a second reader level. At the end of first grade, approximately one third of the research pupils had completed the primer level. The other two thirds of the research pupils were reading at some point in the primer. "Level" will consistently refer to the basal reading book, while "grade" will refer to the administrative class designation.

5. Spelling vs. reading

In certain testing situations where the pupil was asked to indicate in writing the beginning or ending sound in a word, it should be noted that a spelling skill rather than a reading skill was being evaluated. This skill will hereafter be referred to as "sound-letter association."

On the other hand, when a pupil was shown a letter and asked to give the appropriate sound symbol, he was actually participating in the act of reading. This skill will hereafter be referred to as "letter-sound association."

6. Low reading group

The low reading group will refer to the lowest in reading achievement of three reading groups within a second grade classroom.

7. Directed reading period

That time when the teacher was directing the reading activity of the group, including the giving of directions for independent work assignments, will be consistently termed as the "directed reading period."

SURVEY OF PROFESSIONAL LITERATURE AND RESEARCH

The Problem

Failure in learning to read adequately is recognized as an important factor in poor achievement in other school subjects, in feelings of discouragement and disinterest by pupils who fail and in feelings of frustration and inadequacy among teachers who strive to meet the challenges involved. Recognition of serious reading difficulties occurs in the primary grades but, according to present day practices, remediation programs are seldom provided before the intermediate grades.

According to the findings of the Harvard report by Austin and Morrison,[1] which surveyed reading practices in the United States, 15 percent of elementary school pupils have so much difficulty with reading that special corrective or remedial programs are necessary for them. Adams,[2] however, found that 90 percent of the teachers, who responded to a questionnaire about felt-needs in teaching reading, wanted more information about corrective methods. Although it is a minority of children who encounter severe difficulty in learning to read, it is a vast majority of teachers who feel the need to be more capable in working with these children and other children who encounter similar problems.

Because of nationwide concern for the problems encountered in teaching children to read, a series of Cooperative Research Projects have been supported by the Office of Education, United States Department of Health, Education and Welfare, to study reading programs in the primary grades.

---

[1] Mary Austin and Coleman Morrison, The First R: The Harvard Report on Reading in the Elementary School (New York: Macmillan, 1963).

[2] Mary Adams, "Teachers' Instructional Needs in Teaching Reading" The Reading Teacher, 17:260-264 (January, 1964).

Experience gained from the previous Cedar Rapids study (CRP No. 2698) led the research staff to the assumption that identification and correction of many reading difficultires could be accomplished in the primary grades.

The following survey of literature and research will investigate various aspects in teaching reading to such children. The survey will be limited to topics where existing research and opinions were important in planning the present study. These included: reading materials, length of instructional period, in-service training, individual and small group instruction, use of special reading teachers, classroom teacher differences, and pacing of instruction.

Selection of Basic Materials and Method

According to the conclusions drawn in professional textbooks by Heilman,[1] Spache,[2] and Smith and Dechant,[3] the low reading group in primary grades usually gains as much or more with the eclectic, systemized basal approach as do the average or high reading groups. Opinions seemed to favor using a different series for the low group, however, either to counteract, with the Hawthorne effect, the stigma of being less able or to help justify the sub-grouping organization.

In an investigation to determine the effect of multi-basal versus a single-basal approach on silent and oral reading achievement of 400 first grade pupils in 18 classrooms following a three-group plan, Canan[1] found the multi-basal approach to be superior to the single-basal approach. In addition, pupils in the multi-basal approach showed a more positive attitude toward reading than those in the single-basal approach. Teachers involved in the multi-basal approach unanimously preferred this approach to previous experiences with the single-basal.

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[1] Arthur Heilman, Principles and Practices of Teaching Reading, (Columbus, Ohio: Merrill Books, Inc., 1961).

[2] George D. Spache, Toward Better Reading (Champaign, Illinois: Garrard Publishing Company, 1963).

[3] Henry P. Smith and Emerald Dechant, The Psychology of Teaching Reading (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1961).

A few authorities favor a special approach with slow learners; others insist that this is necessary for all children learning to read. Davis[2] believes that lower socioeconomic children need an oral language approach. Veatch[3] insists that all children need an individualized approach. Mayo[4] found that the best achievement occurred when reading materials were adjusted to the child's reading level. Materials either too easy or too difficult resulted in less achievement.

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[1] Edwin Earl Canan, "A Comparative Study of a Multi-Basal and a Limited-Single-Basal Approach to Reading Instruction in Grade One," Dissertation Abstracts, (26:152-153), 1965.

[2] Allison Davis, "Teaching Language and Reading to Disadvantaged Negro Children," Elementary English, 42:791-797 (November, 1965).

[3] Jeannette Veatch, Reading in the Elementary Schools (New York: Ronald Press Co., 1966).

[4] Amy Mayo, The Effect of Adjusted Basal Materials Upon Achievement in Grades Two and Three (unpublished Ed.M. thesis, Boston University School of Education, 1957).

Ellson[1] used a basal series for low ability readers with good results. When Sheldon and Lashinger[2] compared the eclectic basal with linguistic and modified linguistic materials the group using the Ginn basal achieved somewhat more than the other two groups. Harris and Serwer[3] found that teachers using the "basal skills approach" devoted 55 percent of reading periods to actual reading activities while teachers using a language-experience approach spent only 39 percent of reading periods in reading activities. They later found a positive relationship between time spent in reading and reading achievement.

While evidence is sparse for any one approach or type of material, there seems to be some agreement that a basal series is effective with low reading ability pupils. The effectiveness may be further improved if a different ~~basal~~ series is provided.

Length of Reading Instruction Periods

The various studies reviewed indicated a wide range of time periods for reading. This is partially due to a problem of definition. Some reading periods include teacher-directed reading or reading instruction only; others include independent reading or other related activities as well as specific reading instruction.

Bohnhorst and Sellars[4] achieved a mean gain of 1.0 for pupils in grades two and three with 50 minutes daily for reading, regardless of instructional method used. MacDonald, Harris and Mann[1] compared achievement between children in small groups for about 25 minutes daily with children having individual conferences for about 15 minutes twice each week. This apparently different allotments were considered equivalent per child. Achievement differences between these groups were insignificant.

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[1] D. G. Ellson and others, "Programmed Tutoring: A Teaching Aid and a Research Tool," Reading Research Quarterly, 1:77-127 (Fall, 1965).

[2] William Sheldon and Donald Lashinger, "Effect of First Grade Instruction Using Basal Readers, Modified Linguistic Materials and Linguistic Readers," The Reading Teacher, 19:576-579 (May, 1966).

[3] Albert Harris and Blanche Serwer, How First Grade Teachers Spend Their Time Teaching Language Arts to Disadvantaged Urban Children, Report at A.E.R.A. Conference, (February, 1966).

[4] Ben Bohnhorst and Sophia Sellars, "Individualized Reading versus Textbook Instruction," Elementary English, 36:185-190,202 (March, 1959).

Ellson[2] found that 15 minutes for programmed reading each day was the best of six time variations ranging from no instructbn to 45 minutes per day for lower socioeconomic status children. Mouly and Grant[3] added 30 minutes of remedial reading to regular reading instruction for children who had severe reading difficulties with good results in achievement.

Harris and Serwer[4] found that rather than the approach or the special techniques used it was the amount of time devoted to reading that correlated positively with reading achievement by socially disadvantaged children. The first grade teachers in this study aimed for 75 minutes of specific reading instruction in four-hour schools and 90 minutes in five-hour schools.

When Brekke[5] surveyed 1,224 schools across the United States, he found that in second grade classes an average of 431 minutes per week, or about 86 minutes per day were claimed for basal reading; 253 minutes per week, or about 50 minutes per day were reported for other reading.

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[1] James MacDonald, Theodore Harris and John Mann, "Individualized Versus Group Instruction in First Grade Reading," The Reading Teacher, 19:643-646, 652 (May, 1966).

[2] Ellson, op. cit.

[3] George Mouly and Virginia Grant, "A Study of the Growth to be Expected of Retarded Readers," Journal of Educational Research, 49:461-465 (February, 1956).

[4] Harris and Serwer, op. cit.

[5] Gerald Brekke, "Actual and Recommended Allotments of Time for Reading," Reading Teacher, 16:234-237 (January, 1963).

The experts felt that somewhat more time should have been devoted to "other" reading and a little less time for basal reading. There was no significant correlation between time spent in reading and reading achievement.

The length of the reading period obviously varies greatly in different studies of primary reading programs. Some evidence suggests that with socially disadvantaged children the more time spent in direct reading the greater the reading achievement. In most schools, however, the teacher is limited with regard to how much time can be devoted to reading. Other studies indicate that brief reading periods seem most beneficial for lower ability children. The basic requirement for careful research is that equal time and emphasis be utilized by all methods or approaches being compared.[1] Whatever plan is used, it is important that the time allotted to teacher-directed reading or reading instruction be reported separately from periods devoted to independent reading or other related activities.

Independent Variables

In-service Training Program

Morrison,[2] Heilman,[3] and others[4] have reported the history of in-service education for teachers in the United States while the International Bureu of Education report[1] found such programs in effect around the world. Although in-service education programs have been recorded in the United States since around 1850 it is in the past 30 years that real growth has been seen in these programs. Heilman believes there are three general types of programs: consultant services, cooperative study and special training sessions. Berge, Russell and Walden[2] found that 57 percent of the programs reported by 145 school systems were coordinated by the central administration staff and that these appeared more successful than programs directed by the central staff or those planned by a single school. According to Austin,[3] about 66 percent of schools have some sort of in-service education program although these are often considered "sporadic, sophomoric or soporific" by those who must attend.

---

[1] E. W. Dolch, "School Research in Reading," Elementary English, 33:76-80 (February, 1956).

[2] Coleman Morrison, "The Pre-service and In-service Education of Teachers of Reading," International Reading Association Conference Proceedings, 7:109-111 (1962).

[3] Heilman, op. cit.

[4] Nelson Henry (ed.), In-service Education, 56th Yearbook, National Society for the Study of Education (1957).

In-service guidelines were developed by Parker[4] and Goodlad[5] in 1957 More specific suggestions for content are given in a number of more recent studies. Austin and Morrison[6] formulated 21 suggestions for better in-service education programs for teachers of reading. Smith and Dechan[7] have identified 15 major topics that reading teachers need to understand. Adams[1] found that information about 28 aspects of teaching reading were sought by teachers who replied to a questionnaire. Davis[2] and Douglass[3] have suggested a few general goals for in-service programs planned for reading teachers.

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[1] In-service Training for Primary Teachers (Research in Comparative Education), Geneva: International Bureau of Education, 1962. (Paris: UNESCO, 1962). (Publication No. 240).

[2] Marvin Berge, Harris Russell, and Charles Walden, "In-service Education Programs of Local School Systems," National Society for the Study of Education, Yearbook, 56:197-223 (Chapter IX, 1957).

[3] Mary Austin, "In-service Reading Programs," The Reading Teacher, 19:406-409 (March, 1966).

[4] J. Cecil Parker, "Guidelines for In-service Education," National Society for the Study of Education, Yearbook, 36:103-128 (1957).

[5] John Goodlad, "The Consultant and In-service Education," Chapter VIII, 174-193, National Society for the Study of Education, Yearbook, 56:174-193, Chapter VIII (1957).

[6] Mary Austin and Coleman Morrison et al, The Torch Lighters: Tomorrow's Teachers of Reading, (Cambridge, Mass.: Harvard University Press, 1961).

[7] Smith and Dechant, op. cit.

As well as suggestions about content, several time schedules and many organizational plans have been tried in recent years. Ellson[4] found that twelve hours of training for non-professional individuals was sufficient to permit good use of a programmed reading technique with low ability pupils. Morrill[5] used 15 in-service meetings of two hours each in a comparison study with the usual one-to-one consultant service. Heilman[6] used a two-week pre-school seminar and 25 two-hour seminars in the first 30 weeks of the school year. Aaron[7] scheduled two days of orientation meetings for teachers before a special summer reading program for primary pupils as well as one day for an evaluation meeting when the program was completed.

Among the many versions of in-service programs reported are a case study format by Strang,[1] the college-centered study councils by Groves,[2] a state, district and local communication relay system by Calloway,[3] a "show and tell" or "learn by doing" workshop approach by Carroll,[4] team teaching and demonstration lesson series by Niles,[5] a two-year, local cooperative study project by Christophe[6] and problem-solving discussions among tutors for individual children with severe reading problems by Arthur.[7]

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[1] Adams, op. cit.

[2] Davis, op. cit.

[3] Malcolm Douglass, "Four Marks of Superior Reading Teaching," Claremont College Reading Conference Proceedings, 24:2-11 (1959).

[4] Ellson, op. cit.

[5] Katherine Morrill, "A Comparison of Two Methods of Reading Supervision" (Cooperative Research Project 2706), Advance (1965)

[6] Arthur Heilman, "Effects of an Intensive In-service Program on Teacher Classroom Behavior and Pupil Reading Achievement," The Reading Teacher, 19:622-626 (May, 1966).

[7] Ira Aaron, "Contribution of Summer Reading Programs," International Reading Association Conference Proceedings, 10:413-415 (1965). Also see: Ira Aaron and others, Conducting In-service Programs in Reading, (Reading Aids Series), (Newark: International Reading Association, 1965).

Measured evidence of the value of such programs is sparse with results inconclusive. Morrill[8] found that the mean reading achievement scores of classes where teachers had the typical one-to-one services of a reading consultant were better than where teachers had a group in-service guidance program. However, the relative achievement of these classes in comparison to similar classes in the same schools from a prior year favored those teachers having group in-service sessions. The consultant also felt that better rapport, enthusiasm for teaching and cooperation were the qualitative benefits of the in-service program which would carry-over to other situations and future years. Morrill recommended more use of evaluation in in-service programs.

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[1] Ruth Strang, "The Case Conference as a Method of Teacher Education," International Reading Association Conference Proceedings, 10:389-391 (1965).

[2] William Groves, Jr., "College Centered In-service Programs," International Reading Association Conference Proceedings, 10:384-386 (1965).

[3] Byron Calloway, "Operation Bootstrap," International Reading Association Conference Proceedings, 10:382-384 (1965).

[4] Hazel Carroll, "The Reading Workshop: A Tool in Teacher Education," International Reading Association Conference Proceedings, 10:374-376 (1965).

[5] Olive Niles, "Systemwide In-service Programs in Reading," The Reading Teacher, 19:424-428 (March, 1966).

[6] Leroy Christophe, "Want Reading Improvement? Your Principal Can Help," School Executive, 77:78-79 (February, 1958).

[7] Grace Arthur, Tutoring As Therapy (New York: Commonwealth Fund, 1946).

[8] Morrill, op. cit.

Heilman[1] found that in nine of ten areas of reading achievement, the mean scores favored classes where the teachers had in-service education. These results were not statistically significant although long-term qualitative benefits were anticipated from the subjective evaluations of the experimental program.

Interest, content suggestions and formats for in-service education programs for reading teachers are plentiful although objectively measured evidence of benefits from these programs is difficult to obtain.

Special Lessons for Low Reading Group Pupils

The situation is much the same with regard to special lessons for low reading group pupils; that is, interest, content suggestions and formats are plentiful but evidence that better reading achievement occurs with any one method is inconclusive or often qualitative rather than objective.

The professional textbooks seem to agree that basal reading programs need to be enriched and adapted, not only for low reading groups but for all children. Spache[2] states that the low reading group needs more repetition but with varied activities and media. Smith and Dechant[3] identify six characteristics of a developmental reading program and stress that although basal reader programs attempt to meet such goals only teacher-adaptations can make these lessons relevant to a particular class.

Heilman,[4] Russell[5] and Veatch[6] offer many suggestions for adapting reading methods and media for various types of pupils. In general, suggestions are made to individualize, to increase variety in activities, to integrate with the other language arts or with content areas and to develop independence as well as sharing in the reading program.

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[1] Heilman, _op_. _cit_.

[2] Spache, _op_. _cit_.

[3] Smith and Dechant, _op_. _cit_.

[4] Heilman, _op_. _cit_.

[5] David Russell, _Children Learn to Read,_ Second Edition (New York: Blaisdell Publishing Co., 1961).

[6] Veatch, _op_. _cit_.

Arthur[1] advises tutors of children with severe reading problems to avoid excesses, either too much or too little attention, in any one aspect of reading instruction. Zirbes[2] gives many suggestions for more creative activities to include in the reading program.

Learning to enjoy reading and to use reading for informational purposes is considered important at the second grade level. Stauffer[3] asks that the basal materials be used for instructional purposes only with other materials for the enjoyment and further development of comprehension and critical thinking. From his worldwide survey, Gray[4] concluded that after a child has a reading vocabulary of 300 words, reading periods should be devoted to independent, "thoughtful" reading.

Although there is little objective evidence to support diversity in reading programs, Bohnhorst and Sellers[5] reported that children who gained the least in one situation gained the most from another type of program. In addition, Long[6] concluded that gain is seen whenever a new technique or activity is tried.

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[1] Arthur, op. cit.

[2] Laura Zirbes, Spurs to Creative Teaching, (New York: G. P. Putnam's Sons, 1959).

[3] R. G. Stauffer, "Breaking the Basal Reader Lock-step," Elementary School Journal, 61:269-276 (February, 1961).

[4] William Gray, The Teaching of Reading and Writing, (Fundamental Education Monograph No. 10), UNESCO (1963).

[5] Bohnhorst and Sellers, op. cit.

[6] Charles Long, "Grouping of Children: Its Meaning for the Pre-service Education of Teachers," School Life, 46:17-19 (December, 1963).

Individual and Small Group Reading Instruction

Spache[1] suggests that slow learners may benefit from working on an individual basis because self-pacing and discovery seem to increase motivation and independence in the reading situation. Frazier[2] asks for more individual, independent study to develop each child's own knowledge and to encourage self-direction. McCullough[3] concludes that some of every type of teaching is useful in the reading program, i.e., lessons for the whole class, for small groups and for individual teacher-child conferences.

Results from a study by Lovell and others[4] show no significant difference in reading gains for those in individual or small group remedial reading programs; however, there was a better correlation of intelligence scores with reading achievement scores for children receiving individual lessons. This advantage disappeared after these children returned to regular classrooms.

Walker[5] found more gain than expected when children received individual remedial reading lessons. In this study the younger children made the greater gains. Arthur[6] reported that individual lessons, followed later by small group lessons, were successful in helping 10 of 13 first grade children who had been functioning below expectation make adequate progress in reading achievement for grade promotion.

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[1] Spache, op. cit.

[2] Alexander Frazier, "Learning in Groups: Some Considerations," School Life, 45:7-9 (June, 1963).

[3] Constance McCullough, "What Does Research Reveal About Practices in Reading?" The English Journal, 46:475-490 (November, 1957).

[4] K. Lovell, E. Johnson, and D. Platts, "A Summary of a Study of the Reading Ages of Children Who Had Been Given Remedial Teaching," British Journal of Educational Psychology, 32:66-71 (1962).

[5] Kenneth Walker, "A Follow-Up Study of Two Methods of Treating Retarded Readers," Ph.D. dissertation, University of Iowa (1963).

[6] Arthur, op. cit.

Special Teachers

Keliher[1] reported that 60 percent of the teachers evaluated displayed domineering behavior which seemed to interfere with the learning process. Sartain[2] found another problem among regular classroom teachers; the inexperienced teachers were less successful when a special one-to-one, teacher-to-child, approach was required.

Arthur felt that it was not always the amount of experience that qualified someone as a tutor for children with severe reading difficulties. Those who understand and enjoyed children without being too rigid were more successful than those with more training but less empathy. These tutors served as "coaches" under the supervision of a psychologist and in cooperation with teachers and parents. Arthur recommended ten full-time tutors for a community of 250,000 population. Tutors must be accurate observers, careful reporters, accepting of supervision and willing to try new methods. If possible, these tutors should have state certification and special training in remedial reading. Regardless of training, however, not every tutor could work well with every child. Stauffer[3] also realizes the importance of the individual tutor-child relationship as an additional concern beyond special training qualifications.

A supervisory practice which has received attention centers upon special teachers for primary reading programs who are employed as reading consultants to observe and counsel teachers. Austin[1] reported that 33 percent of schools have such consultants. Berg[2] found that teachers felt a need for special assistance with the children who were reading in the lower third range of achievement. Wood[3] subsequently found that reading achievement of such children increased after assistance was provided.

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[1] Alice Keliher, "Reaching the Individual as a Person," Childhood Education, 41:21-24 (September, 1964).

[2] Harry Sartain, "The Roseville Experiment with Individualized Reading," The Reading Teacher, 13:277-281 (April, 1960).

[3] R. G. Stauffer, "Basic Problems in Correcting Reading Difficulties," Supplementary Education Monograph, 79:118-126 (1956).

Two recently developed and well-planned specialist roles are those described by Jan-Tausch[4] and by Kasdon.[5] The former describes the role of a learning disability teacher consultant who functions as a member of a child study team to evaluate, plan and re-evaluate programs for individual children. This person works with children, with teachers and with administration in developing in-service education. Kasdon describes a special resource teacher who is assigned to one or to a few schools to help them develop desired educational projects of various types.

Gordon[6] believes that the special personnel should help children become aware of the discipline of difficult subjects, i.e., they should work with individual children or small groups of children as much as with teachers. Although various opinions exist concerning the role and qualifications of a special teacher, no research at the primary level was located relating to the effectiveness of a special reading teacher on pupil achievement.

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[1] Austin, op. cit.

[2] Marcia Berg and others, "Reading Problems of the Bottom Third, Grades One to Six," (unpublished Ed.M., Boston University School of Education, 1961).

[3] Elizabeth Wood and others, "An Evaluation of a Service Program in Reading for Grades One to Six," (unpublished Ed.M., Boston University School of Education, 1962).

[4] James Jan-Tausch, "The Team Approach to In-service Education," The Reading Teacher, 19:418-423 (March, 1966).

[5] Lawrence Kasdon, "In-service Education in a New Key," The Reading Teacher, 19:415-417, 423 (March, 1966).

[6] Julia Gordon, "Grouping and Human Values," School Life, 45:10-15 (July, 1963).

Teacher Differences

Dolch[1] states that for careful research it is important to have teachers who are considered equivalent in teaching ability to prevent bias in results. As previously discussed, however, in the section concerned with the role and qualifications for special teachers, it is recognized that despite exposure to the same training experiences, teachers differ in the skill and knowledge relevant to classroom tasks. Young[2] comments that the personality of the teacher is often more important than the specific training or method used.

Rothrock[3] found that although differences in years of experience were randomized, the motivation and competence of teachers in different methods were not equivalent in his study. Sartain[4] found inexperienced teachers less successful with an individualized approach to reading. The first grade Cedar Rapids study[5] reported that 28 of 51 teachers or about 55 percent of the teachers had five years or less in teaching experience. It was felt that this contributed to the results obtained, i.e., that group differences reflected teacher differences, possibly due to experience.

Providing additional professional experiences, in the form of structured in-service training programs, Heilman[1] and Morrill[2] were able to effect desirable changes in teacher behavior. Chall and Feldman[3] noticed that even after such training, teachers would modify the method in the actual classroom situation. MacDonald, Harris and Mann[4] believe there is often a conflict between the goals of improving skills in reading and of improving attitude toward reading with some teachers preferring each approach. Furthermore, they feel this is often done unconsciously.

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[1] Dolch, op. cit.

[2] Robert Young, "Case Studies in Reading Disability," American Journal of Orthopsychiatry, 8:230-234 (April, 1938).

[3] D. D. Rothrock, "Heterogenous, Homogenous or Individualized Approach to Reading?", Elementary English, 38:233-235 (April, 1961).

[4] Sartain, op. cit.

[5] Hale C. Reid and Louise Beltramo, The Effect of Different Approaches of Initial Instruction on the Reading Achievement of a Selected Group of First Grade Children, (Cooperative Research Project No. 2698, Cedar Rapids Community School District, 1965).

Franseth[5] asks that the teachers' characteristics and the role they take in the classroom be reported in research studies. Chall and Feldman[6] recommend observations and questionnaires to evaluate how the method under consideration is actually used in the classroom by the teacher.

Pacing and Extensive Reading

Perhaps a factor influencing differences in reading achievement in any classroom is the attitude toward and practice in pacing of instruction. Dawson[7] believes that a common fault of many teachers is to forge ahead before many pupils in the class are ready to advance. In contrast, Spache[8] thinks that teachers of slow learning children must not wait until these children master a skill but must move ahead, realizing that it will be necessary to repeat such material again and again in later lessons.

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[1] Heilman, op. cit.

[2] Morrill, op. cit.

[3] Jeanne Chall and Shirley Feldman, "First Grade Reading: An Analysis of the Interactions of Professed Methods, Teacher Implementation and Child Background," The Reading Teacher, 19:569-575 (May, 1966).

[4] MacDonald, Harris and Mann, op. cit.

[5] Jane Franseth, "Research in Grouping: A Review," School Life, 45:5-6 (June, 1963).

[6] Chall and Feldman, op. cit.

[7] Mildred Dawson, "Prevention Before Remediation," International Reading Association Conference Proceedings, 10:171-173 (1965).

[8] George Spache, Toward Better Reading, (Champaign, Illinois: Garrard Publishing Company, 1963).

Hunt[1] comments that, in practice, the teacher using a basal program usually paces the whole class or group to meet the achievement level of the majority of pupils. Smith and Dechant[2] conclude that, in theory, careful evaluation and skillful teaching are necessary to help each individual pace himself successfully. Mackintosh and Guilfoile[3] as well as Garrettson[4] suggest that when each pupil can progress at his own rate, enjoyment and motivation increase for the entire class.

In the first grade Cedar Rapids study, a part of which included two and one-half months of basal reader instruction, there was significantly better achievement by the low reading group pupils in the ten classes which completed all lessons in comparison to pupils in the 19 classes which completed only half of the lessons. This finding was positively related to two other findings: teacher experience and age of teacher.

The pacing factor may be related to the recognized benefits to wide reading. Stroud[5] has felt that the benefits of extensive reading are greater than those from intensive reading simply because more concepts are encountered in the former approach. Mackintosh states that wide reading is good for all children because it increases interests and vocabulary. Results of two studies reported by Gates[6] found that second and third grade pupils had learned many words not included in their basal reading lessons. Superior second grade and average third grade children were able to recognize and comprehend words in fourth grade basal readers almost as well as words in previously studied readers.

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[1] H. C. Hunt, Jr., "Philosophy of Individualized Reading," International Reading Association Conference Proceedings, 10:146-148 (1965).

[2] Smith and Dechant, op. cit.

[3] Helen Mackintosh and Elizabeth Guilfoile, "How Children Learn To Read," Bulletin No. 27:18-20 (Washington, D.C.:U.S. Printing Service,1964).

[4] Grace Garrettson, "How One School Read the Needs of The Slow Learner," Claremont College Reading Conference Yearbook, 19:59-68 (1954).

[5] James B. Stroud, Psychology in Education. (New York: David McKay Company, Inc., 1962).

[6] Arthur I. Gates, "Vocabulary Control in Basal Reading Material," Reader Teacher, 15:81-85 (November, 1961).

In the Cedar Rapids study[1] the classes using a literature or wide reading approach during the first semester did make noticeable achievement in reading comprehension as measured by an end-of-the-year test in comparison to pupils in a skills-centered approach.

Rapid pacing might be thought of as extensive reading in contrast with slow pacing as dependence upon intensive reading. It seems obvious that the pacing factor must be considered in relation to a number of factors including teacher differences, method differences, and the availability of reading materials.

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[1] Reid and Beltramo, op. cit.

III

PROCEDURE: GENERAL

Assignment of Teachers to Method

After the initial testing was completed, all classrooms which had a minimum of six low group pupils who were eligible for the research (i.e., the pupils were not retainees, had I.Q.'s of more than 80 according to the Lorge-Thorndike Tests,[1] and raw scores of less than 65 on the Metropolitan Achievement Tests, Form B) were assigned to the three methods in order, i.e., the name of the group drawn first was assigned to the method serving as a control (BR), the name of the group drawn secondly became a BRIT, and the name of the group which was drawn third became an SBRIT. Drawing continued in this manner until 30 groups had been assigned to the three methods.[2]

Teacher Population

Teachers of the Three Methods, BR, BRIT and SBRIT

There were 10 teachers in each of the three methods. All teachers were women. Three teachers left the system at approximately midyear, one from each of the methods. The replacements for these three teachers were included in the successive in-service meetings (when this was a part of the method) and, insofar as possible, the new teachers were apprised of the philosophy of their respective methods early in the second semester.

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[1] Although it was sometimes necessary for administrative purposes to include a pupil in the research group whose I.Q. was below 80 on the Lorge-Thorndike Tests, such a pupil was not included as a subject in the final data analysis. Reading clinics often establish a minimal I.Q. as an entrance requirement so that normal improvement may be anticipated under clinic training.

[2] If, by chance, groups from the same school were drawn to participate in the same method, these names were discounted as it was deemed more desirable to have as many different schools represented in each method as possible. In seven instances, teachers from the same school participated in different methods.

In only one instance did a teacher decline participation in the experimental method. This teacher was willing to participate as a control (BR) teacher, however, and was subsequently so assigned.

All of the participating teachers held bachelor's degrees. Five teachers had done work beyond the bachelor level. Three had earned master's degrees.

Only one teacher (BRIT) was absent for more than ten days. Fourteen teachers missed from 0-5 days; 15 missed from 6-10 days. The absences were distributed evenly among the methods.

The range, means, and medians for several teacher factors are presented in Table 1.

TABLE 1

RANGE, MEANS, AND MEDIANS OF VARIOUS TEACHER FACTORS

Age

Method	Range	Mean	Median
BR	25-63	41.0	37.5
BRIT	22-60	35.8	28.5
SBRIT	22-59	33.5	27.5

Teaching Experience -- Total Years

Method	Range	Mean	Median
BR	3-45	15.3	14.5
BRIT	0-40	10.3	7.0
SBRIT	0-31	8.5	3.5

Teaching Experience -- Second Grade

Method	Range	Mean	Median
BR	2-24	8.2	6.0
BRIT	0-39	5.7	6.5
SBRIT	0-30	7.1	3.0

Special Teachers of Reading

In addition to the 30 classroom teachers, there were two teachers specially employed to provide the individual or small group instruction which the experimental subgroup of the SBRIT method was to receive. These two teachers each had a year of graduate study with emphasis upon remedial reading. Each received a master's degree from the State University of Iowa.

One teacher (hereafter designated as SBRIT-E5) had five years of elementary school teaching experience preceding her graduate year and an additional one and one-half years in the University Reading Clinic. She also served one-half year as a remedial reading teacher in the Cedar Rapids Public Schools working with second and third grade pupils.

The other teacher (hereafter designated as SBRIT-E6) had no previous elementary school teaching experience, but taught for one year in the children's ward school of the University Hospital. Each of these are referred to in other sections as special teachers of reading.

Selection of Subjects

Selection of Subjects for the Three Methods, BR, BRIT, and SBRIT

As the preceding sections indicate, the selection of subjects was based on September test scores for both intelligence and reading achievement and low groups were randomly assigned to method. The staff noted that from a socio-economic standpoint, the population between methods was quite evenly balanced in that schools from middle as well as low-income areas were represented in each method. This was also true from a geographic standpoint.

There were 255[1] pupils identified for research instruction in September, 1965, although due to absenteeism and mobility of population, only 203 received full pretest and post-test analysis. Of this total, 128 were boys and 75 were girls. The 203 subjects represent approximately 11 percent of the total Cedar Rapids second grade population as recorded in May, 1966.

In the 30[2] classrooms participating, the average enrollment per classroom in September was 24. The range, means, and medians of the participating classrooms is given in Table 2.

TABLE 2

SEPTEMBER AND MARCH ENROLLMENT DATA BY METHOD

Method	Range	Mean	Median
September Enrollment			
BR	17-30	25.1	24.5
BRIT	20-32	25.7	27.5
SBRIT	17-27	23.4	24.00
March Enrollment			
BR	18-31	24.7	24.5
BRIT	19-31	25.8	27.0
SBRIT	17-27	23.4	24.0

The actual size of the research groups ranged from six to ten pupils.

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[1] For classroom administration purposes it was necessary to add a total of 39 pupils to the research groups during the school year. This made a total of 294 who received some portion of research instruction during the second grade study.

[2] There are a total of 75 second grade classrooms in the Cedar Rapids schools.

In summary, the sample was comprised of the low reading groups from 30[1] second grade classrooms in the Cedar Rapids Public Schools. Ten groups (66 pupils) used the Basal Reader Method (BR). Ten groups (68 pupils) used the Basal Reader Method plus in-service training (BRIT). Ten groups (69 pupils) used the specially prepared lessons to accompany the basal reader text (SBRIT) and also had in-service training. Each group of the latter was divided into two subgroups, the experimental half of which (in each room) received help from the special teachers of reading, hereafter designated as SBRIT-E, while the control half (SBRIT-C) in each of the 10 classrooms received no such additional help in reading.

Selection of Subjects for SBRIT-E

The ten groups designated as SBRIT were, for the most part, evenly distributed geographically. One of the special teachers, therefore, took five of the groups located on one side of the city, and the other took the five groups located on the other side. There were 94 pupils in the ten SBRIT classrooms at the time the pupils for the SBRIT-E method were randomly selected. Of the 94, seven were retainees, seven had I.Q.'s less than 80, and six had Metropolitan scores of 65 or over, leaving 74 of this original group eligible for inclusion as SBRIT-E's. Pupils were selected at random from the total eligible population in each of the ten classrooms. If six were eligible, three were randomly selected; if eight were eligible, four were selected. Not more than four were selected from a classroom. From the two classrooms with seven pupils eligible, four pupils were selected for individual help. It was not possible to match pupils within a group, although such matched groups were part of the original proposal. However, totals made of the descriptive data comparing the SBRIT experimental and control pupils showed that the two groups as a whole were comparable, as indicated in Table 3, except for sex distribution.

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[1] There were no pupils included in the final statistical tabulation of these 30 class groups who:

a. Had a raw score of over 65 on the Metropolitan Achievement Test, Form B, administered September, 1965.
b. Were retainees in kindergarten, first, or second grade.
c. Entered school or research group (unless transferring between similar methods) after September 24, 1965.
d. Moved from dissimilar methods during the second grade in Cedar Rapids.
e. Had an I.Q. below 80 on the Lorge-Thorndike Intelligence Tests.
f. Did not complete all subtests of the Stanford Achievement Test, Battery I, Form Y administered in May, 1966.
g. Did not complete all individual oral reading tests administered in May, 1966.
h. Were absent more than 30 days during the study.

TABLE 3

DESCRIPTIVE DATA FOR PUPILS IN SBRIT-E AND SBRIT-C SUBGROUPS

Descriptive Pupil Data	SBRIT-E	SBRIT-C	Total
Lorge-Thorndike IQ scores			
Range	89-130	85-128	
Mean	107	104	
S.D.	14.44	10.28	
Metropolitan - Total Raw Scores			
Range	23-65	21-64	
Mean	48	48	
S.D.	10.1	10.66	
Sex Distribution			
Boys	28	23	51
Girls	9	14	23

Instruction was continued if the pupil moved from one SBRIT-E group to another; not however, if the pupil moved to a dissimilar method. When a pupil receiving individual reading instruction moved to another school, he was replaced in accordance with the following: three pupils were to remain in the classroom control group; replacement was to take place no later than February 1.

It was possible with the control pupils available to select three pupils from SBRIT-C to serve as replacements for the pupils who were dropped. At the close of the research year one of the two special teachers was instructing 17 pupils and the other 16.

Time Limits for Instruction in Reading

Time Limits for the Three Methods

Instruction in the official research groups began September 22, 1965, although school started on September 7. Achievement tests and group intelligence tests were administered during this interim period, and special lessons were provided for all second grade pupils when they were not being tested. The research officially ended on May 13.

Throughout the study, teachers were instructed to adhere to 40 minutes of directed[1] reading activity per day, this time to be equally divided between morning and afternoon sessions. The periodic observation of teachers bore out that for the most part these time limits were observed.

A record of the actual number of minutes spent in directed and supportive[1] reading activities for a one-week period was kept during the week of March 14 to 18, 1966.[2] This record, in log form (similar to that used by Albert Harris in his first grade study, U.S.O.E. Cooperative Research Project No. 2677, 1964-65),[3] was adopted by all of the participants of the cooperative research being carried on nationally at the second grade level, in an attempt to provide a common measure of the average proportion of school days devoted to the direct and indirect teaching of reading.

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[1] That time when the teacher is directing the reading activity of the group, included the giving of directions for independent work assignments, is designed in this report as a directed reading period.

Time Allotments for the SBRIT-E's

Many factors had to be considered in scheduling the small group and individual instruction classes of the special reading teachers, actually many more than had been anticipated when the original proposal for this study was made.[4] For example, it became apparent that not only would the special teachers have to allow transportation time for themselves between the five schools (one teacher traveled an average of 12 miles per day; the other an average of 17), but once they were at the school there were such items as varying recess times, lunch hours, and reading periods[5] within each of the classrooms to work around. Also, as the subjects for special instruction were not identified until late in September much of the available room space within the various buildings had already been assigned for school psychologists, speech therapists, or band and orchestra lessons.

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[1] "Supportive" as defined in this context has to do with those activities which involve the use of the reading skill on the part of the pupil, but which are not directed by the teacher as reading *per se*. Social studies and language activities are illustrative of the type of activity classified under this heading.

[2] Time stipulated by the directors of the second grade national project.

[3] See Appendix C.

[4] The original proposal had called for ". . .approximately 30 minutes per day of individual and small group (2-3 children) reading instruction outside the classroom."

[5] Another of the commitments of the proposal for this study was to provide pupils in the SBRIT-E group with individual and small group instruction beyond their regular classroom reading instruction.

Other factors which altered schedules and made flexibility a key factor throughout the entire year were pupil illnesses; scheduling within the individual school of assemblies, class trips, etc.; in-service meetings which special teachers attended; transportation in poor weather; necessity of yielding instructional areas for P.T.A. meetings or university research and testing.

In addition to these factors relating to scheduling within a school, there were factors relating to the amount of instructional time available per pupil: (1) Similarity of reading problems within each SBRIT-E group had to be considered and groupings or individual instruction given accordingly; (2) In those instances where a pupil moved from one SBRIT-E group to another, adjustments had to be made to accommodate the pupil. This sometimes meant less time for the pupils who were already working in this group; (3) Pupil reaction to group or individual instruction, i.e., did the pupil respond more positively to motivation of other pupils or to the one-to-one ratio often sought in reading clinics; and (4) Individual pupil progress. This varied so much that flexible grouping was necessary. Sometimes it was found that it was better to see a pupil more often for shorter periods of time. Other times it seemed desirable to see the pupil less frequently, but for longer sessions. Considering these factors, it became virtually impossible to schedule the originally proposed period of 30 minutes of instruction five days per week for each pupil.

Instead, two 30-50 minute instructional periods per week, or in some cases three, where grouping was possible, comprised the schedule of the special teachers. Either individual or small group instruction was given during these periods.

Lesson Plans

Special lesson plans were written for only one of the methods (SBRIT). Otherwise, the teachers were instructed to use the lesson plans provided in the manuals of the basal reader series according to the needs of their pupils.

In-service Meetings

One of the objectives of this study was to measure what indirect effect regular in-service training would have on the reading achievement scores of the research pupils.

It was originally proposed that five in-service meetings would be held with the BRIT teachers and five with the SBRIT teachers each semester. The original proposal also stipulated that there would be no in-service training for the BR teachers. Thus, by comparing the ultimate performance of the pupils whose teachers had no in-service training (BR) against the performance of those pupils whose teachers had had regular in-service training (BRIT) it was hoped that some measurement could be made of the effect of in-service training. These regular in-service meetings were to be the only planned variable between these two methods.

On the other hand, the meetings held for the SBRIT and BRIT teachers were to be the same but for the differences necessitated by the design of the SBRIT method, i.e., in the meetings with the SBRIT teachers, explanations of the special lessons would have to be given, and discussion of the activities of the two special reading teachers would take place.

With three exceptions, the above plan was followed. The exceptions were these: 1) Only four series of meetings were held during the second semester rather than five. Five were held during the first semester. 2) Two meetings, one in September and one in June, were held with the BR teachers as it was deemed necessary to have both introductory and evaluative discussions with these teachers. 3) One major orientation meeting was held for all second grade teachers during the first week in September.

In general, the format of the meetings was similar: they were each a half day in length;[1] the same members of the research staff conducted both the BRIT and SBRIT meetings; the primary consultant for the Cedar Rapids Public Schools attended most meetings; the content was similar except when differences were necessitated by the method involved. The purposes of the meetings varied according to the time of year. Early in the year they served to orient the teachers to the aims and procedures inherent in the respective methods. Later, an attempt was made to present finer insights into the theory and practice of the teaching of reading to the low group pupils. Throughout, consideration was given to pacing, to acquaintance and use of children's books other than the basal readers, and to the examination of problems common to the low group pupils. The final series of meetings conducted in June were used for evaluation.

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[1] Supply teachers (substitutes) were assigned to the classrooms during the absence of the research teacher. This is standard procedure in the Cedar Rapids Public Schools for in-service meetings of all teachers.

In the following paragraphs, a more detailed description of the content of each of the series of meetings will be given:

1. September 3 (for all second grade teachers)

Since it was not as yet known which second grade teachers would participate in the study, and since the testing program was to involve all second grade pupils, it seemed desirable to include all second grade teachers in an introductory meeting. The research staff was introduced and the design and testing procedures of the study were explained at the meeting. Test supplies were distributed and discussed, as were the introductory lessons[1] and accompanying texts which were to be used by all second grade teachers during the testing period. The advances and problems of the first grade study were reviewed.[2]

2. September 16, 17, 22 (SBRIT, BR, BRIT respectively)

These meetings were scheduled as soon as the selection of subjects had taken place. Certain common elements were discussed at all three of the meetings. For example, pupil data was verified. Aspects of the testing program were reviewed and clarified. A review of the framework of the study was given including comment about policy on handling observations and visitors. Texts and lessons were distributed where needed and a check was made as to proper distribution of all other materials. The purpose and lessons[3] for the introductory books Maker of Boxes[4] and Boxes are Wishes[1] were reviewed. Suggestions were also given as to how the adjustment to a new basal reading series, for those pupils not in the first grade study, might be made smoother. Synchronizing the reading levels of pupils who had been in the first grade research, but who had stopped reading at many different places in the basal reader at the close of the 1965 school year, was also discussed.

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[1] See PROCEDURE: INSTRUCTIONAL for a description of these lessons.

[2] U.S.O.E. Project No. 2698 conducted in the Cedar Rapids Public schools during the 1964-65 school year.

[3] See discussion as to the purpose and content of these lessons in the chapter on PROCEDURE: INSTRUCTIONAL.

[4] H. R. Wright, A Maker of Boxes (N. Y.: Holt, Rinehart and Winston, 1964).

Other instructional tools which were to be common to all the research teachers were the 2^1 and 2^2 Ginn English books.[2] Explanation was given of the purpose for their inclusion, i.e., to provide a convenient language tool for the research teachers who would all be familiarizing themselves with a new basal reading series and might appreicate the provision of such materials. It was further explained that these materials would be used during a time designated as the language period and not during the two 20-minute directed reading periods.

For the BR teachers only (Sept. 17). Since this was to be the only meeting with these teachers as a group until the June evaluation meeting, stress was placed on individual teachers keeping in touch with the research staff as to changes in pupil status and to time and results of completion of periodic texts. Aspects of the first grade program were also mentioned so that teachers might be prepared, for example, for the spontaneity in oral reading that was characteristic of many of the pupils who had participated in the first grade research study. Criteria for pupil and teacher selection were also reviewed.

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[1] Dorothy W. Shepherd, Boxes Are Wishes (Austin, Texas: The Steck Co., 1959).

[2] See PROCEDURE: INSTRUCTIONAL for a complete listing of, and further comment on, these materials.

A question arose as to how strict the adherence to the manual needed to be. The teachers were adjured to use only those ideas which germinated from some aspect of the Ginn manual. However, it was indicated that the amount of material used from the manual would depend upon the needs of each group.

A resume of the basic Ginn philosophy as gleaned from the writings and some personal contacts with Dr. David Russell was given.

For the BRIT teachers only (Sept. 22). In addition to discussion of the aspects which were common to all of the methods, the meeting with the BRIT teachers (coming somewhat later than the other methods meetings) gave opportunity for reactions to the introductory lessons as well as comment regarding the first grade research and what the teachers might expect from it. These teachers were also told that the rate at which their groups read the stories in the basal readers would depend upon the individual groups. Thus, pacing was to be based on individual teacher judgment.

Since these teachers were to use the Ginn manual lessons, a resume of the Ginn philosophy was also included at this meeting.

For the SBRIT teachers only (Sept. 16). The most important difference between this meeting with the SBRIT teachers and the other two initial separate group meetings was, of course, the explanation of the use of both the special lessons and special teachers. Thus, a review of the first grade research was included and highlights of some of the approaches as they would be adapted to the second grade level were pointed out in some of the special lessons which the SBRIT teachers had received.

The special teachers of reading were introduced and scheduling of their work was discussed.

With respect to pacing, it was suggested to the teachers that one period usually be devoted to each lesson unless otherwise designated.

3. October 6 and 7 (SBRIT and BRIT respectively)

These meetings provided an opportunity early in the school year to record teacher reaction to method and materials. A demonstration lesson illustrating the perusal and story-telling techniques[1] was also provided at these meetings and a presentation of bulletin board ideas was given. More specifically:

For the SBRIT teachers only (October 6). The special teachers of reading discussed selection of subjects as well as further testing which they were conducting for diagnostic purposes. The co-investigators agreed that adjustments would be necessary in cases of pupil mobility and that the SBRIT-E subjects probably would not be completely stabilized until near the middle of the year.

The possibility of conferences and close cooperation between the special reading teachers and the classroom teachers was also discussed. It was noted that at certain designated times, substitute teachers would be provided to travel with the special reading teachers. The substitutes could then step into the classroom so that the classroom teacher and the special reading teacher might have an uninterrupted conference during the day.

Further clarification of the limits within which the SBRIT teachers were to try and operate was given.

In discussing the roll of independent activities, it was noted that coloring activities, as they pertained to reading, should be included to extend creative facets of the pupil's performance rather than as time fillers. Coloring of itself, it was emphasized, has no relation to the reading act unless so focused.

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[1] Lesson No. 9 for Under the Apple Tree was used.

One portion of the meeting was devoted to teacher response to the lesson plans. Reasoning from the premise that the special lessons were aimed at meeting differences between this low group pupil and other readers, the teachers were asked to explain the main problems their pupils were having with several aspects of word power and understanding, with the hope that their observations and suggestions might then in some way be incorporated in the lessons.

After the demonstration lesson, opportunity was provided for discussion of the perusal technique, of the handling of a pupil who doesn't finish his work, and of the story-telling technique.

For the BRIT teachers only (October 7). Teacher reaction to the two books A Maker of Boxes and Under the Apple Tree were noted. Several comments pertaining to the use of the Ginn English materials were exchanged.

After the demonstration lesson, considerable discussion regarding use of the dictionary for vocabulary cultivation took place. Activities for classification of words and for structural analysis were also discussed. The merits of various approaches in teaching visual discrimination were considered. Other results of the first grade study as well as research related to the development of word power of the typical low group pupil was discussed. A report on the findings of the first grade research (CRP2698) pertaining to pacing was included. Application of these findings to the work of the second grade teachers was discused.

4. October 27 and 28 (SBRIT and BRIT respectively)

At these meetings the first creative writing samples, a contribution from each pupil, were collected.[1] These were also the first meetings at which note was taken of where each group was reading. (Henceforth, note was taken of each group's position in the basal reader at the beginning of each in-service meeting.)

It was possible at these meetings to report to the teachers the results of the first round of observations, namely: that interest among the pupils seemed to be remaining very high, but that comprehension needed reinforcement. Discussion followed on ways in which comprehension could be enriched. Reading mechanics, progress charts, dictionary work, and various teacher techniques were also discussed at both of the meetings.

Primary emphasis was given to a discussion of various aspects of word analysis. And in an effort to elucidate the actual production of speech and thereby perhaps pinpoint cause for some pupil difficulties, a local speech therapist presented an explanation of how speech sounds are made.

For the SBRIT teachers only (October 27). Comments regarding the progress of the special reading teachers were shared. A preview was given of the lessons on letter-sound association which were to be introduced the following week, as well as of the next set of special lessons accompanying the basal reader.

For the BRIT teachers only (October 28). Although the meeting was very similar to that conducted for the SBRIT teachers, it did differ in that rather than discussing the manual lessons on various word attack skills, several excerpts from the professional literature pertaining to this subject were discussed with the teachers and copies of this material was provided for each.

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[1] These were also collected from the BR teachers and later all samples were circulated among the research teachers.

In approximately this same fashion were the in-service meetings conducted throughout the year. Naturally, the SBRIT meetings included some discussion pertaining to the special lessons and the special teachers. But the same general emphasis was included in the meetings for the BRIT teachers. The main emphasis for the meetings was as follows:

Dec. 1-2	Comprehension, its importance and many facets including recognizing main idea, supporting details, and sequence; learning such creative reading techniques as making comparisons, seeing relationships, distinguishing fact from fancy, drawing conclusions, making inferences, sensing mood, predicting outcomes.
Jan. 12-13	Word Analysis
Mar. 9-10	Distribution and discussion of various evaluative measures being collected from all of the second grade studies at this time.
Apr. 20-21	Evaluation, including a sharing of ideas which the teachers had about their work with the low group pupils. A resume of individualized reading based on a speech by one of its proponents. A resume of areas stressed thus far in the program including pacing. Vowel study. Disposition of used lessons, books, etc.
May 11-12	Final testing program. Insights concerning pacing. Report on IRA.
June 1,2,3	Evaluation

Throughout the meetings, use was made of various audio-visual techniques which might better emphasize the point being considered. Special bulletin boards were presented at every meeting. Tape recordings of pupils' oral reading of the same story were played. Chalkboard presentations were often given. Recreational reading books were displayed at almost all meetings, whenever possible correlating with the theme of the meeting as well as familiarizing the teachers with current material appropriate for these low group pupils.

Observations

Members of the research staff visited the teachers in all methods at least once a month during the first semester and with almost the same frequency during the second semester. It was hoped through these regular visits to preserve as much uniformity in each of the methods as possible. Although the observers never actually participated in the classes, there was usually time to have brief conversation at the close of each visitation. Often this pertained to pacing. The observer was in the unique position of having seen how all of the groups were progressing. Sometimes there could be suggestions as to how similar types of groups were moving and what might reasonably be expected of the group at hand.

It was also possible to note, through this type of regularly spaced visitation, the progress of individual pupils. Especially was this true when the pupils had also participated in the first grade study and were thus known to the research staff. Often the observer could suggest possible regrouping procedures which might result in greater progress for the individual. For example, several of the 28 pupils who were either double grouped[1] or moved to the middle group entirely were so moved at the suggestion of the observers.

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[1] Double grouping refers to that process (in those rooms where grouping procedures are employed) of having a pupil work with two groups at the same time. For example, in this study, a pupil who had shown particular aptitude might read with the middle group at one time during the day and with the research group at another.

These visitations also provided a time for reviewing progress, sharing experiences, discussing classroom organization, or offering professional assistance. The principals were contacted before each visitation and occasionally they joined the staff member in observing a class. Appointments for the observations were made the day of the visit.

The observations provided a contact with the teachers in addition to that afforded by the periodic in-service meetings involving the BRIT and SBRIT teachers.

Teacher Quality Index

In the initial random assignment of teachers to method, no attempt had been made to assign teachers of similar competence to the three methods. To afford the possibility of statistically reconciling the variability among the teachers, a teacher quality index was employed. The requirements for this rating were established by the national coordinating committee. Ratings based on a 1-5 scale were to be assigned each teacher by two independent raters. The sum of these two ratings became the variable known as the Teacher Quality Index. This index is hereafter referred to as the T.Q.I. It is the figure which was used as one of the three control variables employed in all of the statistical calculations. The two ratings were assigned by the director and coordinator of the study as these two individuals had had the most opportunity to observe teacher competence as measured by general ability, adherence to the method, and rapport with the pupils.

PROCEDURE: TESTING

Group tests were administered to all research pupils in September and May of the 1965-66 school year. Individual tests were also administered to all research pupils in May. Otherwise, testing was generally confined to the basal reader tests which the classroom teachers administered as the groups completed each basal,[1] and to other phases of testing which were carried out late in the spring. The exceptions to this mainly concerned the SBRIT-E groups, which were given additional tests in September, at midyear, and at the end-of-year by their special reading teachers. The following sections describe in greater detail these various aspects of the testing procedures.

Beginning-of-year Measures

Metropolitan Achievement Test, Primary I Battery, Form B

During the first week of September, 1965, the Metropolitan Achievement Tests, Form B, Primary I Battery,[2] was administered to all of the 1962 pupils who were entering the second grade in Cedar Rapids. For the purposes of this study, the "Word Knowledge," "Word Discrimination," and "Reading Comprehension" subtests were administered. All pupils who received a combined raw score of 65 or below on the three subtests were considered eligible for a research group.

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[1] In several instances, teachers were advised to test before the last unit in the basal reader *if* the group gave evidence of mastery of the material in the text as far as they had gone.

[2] Walter N. Durost (ed.), et al, *Metropolitan Achievement Tests, Form B, Primary I Battery* (New York: Harcourt, Brace and World., 1959).

The Lorge-Thorndike Group Intelligence Tests

All second grade pupils were also given the Lorge-Thorndike Intelligence Tests, Level I, Form A, Primary Battery.[1] Only pupils who scored above 80 on the Lorge-Thorndike were included in the final analysis of data, although several pupils with I.Q.'s below 80 did work with research groups during the year. Teachers were not apprised of the results of these intelligence tests.

It should perhaps be noted that the reading level of the low group second grade pupils was primer or below according to their performance in the first grade end-of-year reading tests. As indicated above, achievement and intelligence tests were first grade forms of the respective tests. The lower level tests were selected because they offered the possibility of increasing performance differences and decreasing testing frustration.

Special Tests Administered to SDRIT-E Pupils Only

Additional tests were administered during the week of October 4-8 by the two special reading teachers to the SDRIT-E pupils only for diagnostic purposes. Given individually or in small groups, these tests required several sittings and took approximately a total of an hour and a half with each pupil to complete. The following paragraphs describe briefly what these measures were, why they were given, and whether or not adjustments were made in the administration of the test.

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[1] Irving Lorge and Robert L. Thorndike, The Lorge-Thorndike Intelligence Tests (Boston: Houghton Mifflin Company, 1954, 1957).

Durrell Analysis of Reading Difficulty.[1] This test was used to assess each pupil's reading difficulties in the areas of oral reading, silent reading, listening comprehension, word recognition and word analysis, letter identification, and spelling. In the spelling subtest, only words numbered 1-10 were administered. Words numbered 11-20, of increasing difficulty, were omitted as unsuitable for pupils in this low reading group.

Botel Reading Inventory.[2] Portions of this test were included to evaluate pupil sound-letter knowledge, i.e., the ability to hear a word, identify its beginning sound, and reproduce the written symbol for the sound. Administration of Level A of this test was confined to the section on consonant sounds only as pupil mastery of sounds had not developed beyond this point at this time.

Wepman Auditory Discrimination Test.[3] As suggested by its name, the test is useful in identifying difficulty in the discrimination of sounds in like and unlike word pairs. All pupils who participated in the first grade reading research project had been given the Wepman Auditory Discrimination Test by the local school psychologists during the fall of 1964. Results of this previous test were examined by the special reading teachers and the test was readministered in October of 1965 to those students who had made more than four errors when tested in the first grade or who had not been given the test in the first grade.

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[1] Donald D. Durrell, Durrell Analysis of Reading Difficulty (New York: Harcourt, Brace and World, 1955, 1937).

[2] Morton Botel, Guide to the Botel Reading Inventory (Chicago: Follett Publishing Company, 1961, 1962).

[3] Joseph M. Wepman, Auditory Discrimination Test (Chicago: by the author, 1958).

McKee Inventory of Phonetic Skill.[1] This inventory was included so that specific phonetic weaknesses might be identified. The following sections were administered:

Section A: Initial (single) Consonant Sounds
Section C: Final (single) Consonant Sounds
Section D: Structural Elements

Section B (Blends and Digraphs) was not given because the pupils had not as yet been introduced to these elements.

Vocabulary. In addition to the word recognition subtest of the Durrell test, all words which were common to both the Ginn preprimer and primer vocabulary and to the Dolch service word list were presented on flash cards as a further indicator of each pupil's mastery of vocabulary introduced at these levels.

Alphabet. It was hoped that through observing the writing of the small and capital letters of the alphabet in sequence that individual difficulties in letter formation might be noted and thus furnish a further clue to reading difficulties such as reversals. Knowledge of the pupil's grasp of alphabetic skill so necessary to the use of the dictionary was also to be determined through this observation.

Midyear Tests Administered to SBRIT-E Pupils Only

At midyear, the special reading teachers were interested in further diagnosis of their pupil's problems and progress and accordingly the following measures were administered:

Vocabulary

Those words which were introduced at the Ginn pre-primer, primer, and first reader levels and were also included in the Dolch basic sight vocabulary list were flashed to determine which words needed further reinforcement.

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[1] Paul McKee, The McKee Inventory of Phonetic Skill (Boston: Houghton Mifflin Co., 1962).

Alphabet

As part of the midyear evaluation each pupil was asked to again write the letters of the alphabet in sequence.

Botel Reading Inventory

In January a revised form of the Botel Inventory which had been given to the SBRIT-E pupils in the fall was administered by the special teachers.[1] A different group of words was chosen to test the same initial consonant sounds from Section 1 as had been tested previously. In Section 2 a different arrangement of the blend words was employed.

End-of-year Tests Administered to SBRIT-E Pupils Only

During the last week of instruction the special reading teachers administered the following measures:

Vocabulary

The 176 words which were introduced at the Ginn pre-primer, primer, first reader, and 2^1 levels and were also included in the Dolch basic sight vocabulary list were flashed to determine the level of each pupil's mastery of these words. If a pupil experienced considerable difficulty with the recognition of words at any level he was not tested at the higher levels.

Alphabet

Each pupil was asked to write the letters of the alphabet in sequence as an indication of improvement made in this area as well as an indicator of difficulties which still remained.

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[1] See Appendix C.

End-of-year Group Tests

There were three phases of group testing at the end of the year: 1) An informal auditory inventory administered by all classroom teachers in late March or early April depending upon classroom convenience; 2) The administration to all research pupils of the Stanford Achievement Test (Primary 1 Battery, Form Y) from May 16-20, 1966; and 3) The collection of two handwriting samples[1] from all research pupils on May 24 and 25.

Stanford Achievement Test, Primary 1 Battery, Form Y

The Stanford Achievement Test, Form Y, Primary 1 Battery,[2] was administered to all research pupils during the week of May 16-20, 1966. This was 159 school days after the opening of school on September 7, 1965. It was 145 days after the official beginning of research instruction on September 21, 1965.

Distribution of the scores of the SAT subtests were examined to determine whether the test had been too easy for some of the pupils, who, even though they were low group, were chronologically second graders. Since, however, very few pupils made perfect scores on any of the subtests, the decision was made, considering all factors, not to administer the higher level of the test.

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[1] All second grade research projects were asked to obtain what was designated as a "restricted" handwriting sample from research pupils. The collection of what was to be known as a "unique" writing sample was left to the discretion of the individual project directors. Such a sample was collected in this study, although time did not permit the complete handling of the data in such a way as to warrant comparisons.

[2] Truman L. Kelley, et al, Stanford Achievement Test, Primary 1 Battery, Form Y (New York: Harcourt, Brace and World, 1964).

Most of the studies in the national cooperative second grade reading project administered the Primary II Battery. However, it was decided at the December, 1965, meeting of the directors that "There are three projects for which this test does not appear to be appropriate. Instead of the Stanford Primary II Battery, Mr. Reid will administer the Stanford Achievement Test, Primary I Battery; Dr. Harris will administer the Metropolitan Achievement Test; and Dr. Schneyer will administer the Primary I to his low group and the Primary II to the others." (From the minutes of the December conference.)

Handwriting Sample

As was the case in the first grade study (CRP2698), the recommendation of the directors to obtain a writing sample from a certain number of pupils in the study was adopted. However, since the number of pupils who had participated in the first, and who were now participating in the second, grade study had dwindled, it was decided to collect writing samples from all second grade research pupils. This figure included approximately 50 pupils in each of the three major treatments (BR, BRIT, SBRIT). These writing samples were written on May 24 and 25, 1966. Make-up stories were gathered within the ensuing 12 days.

It was suggested to each of the cooperative research study directors that a story provided by one of the directors[1] be used as common motivation for the so-called "restricted" writing sample. Each director was free to collect a "unique" (based on motivation of individual teachers) writing sample, if he so desired. Such a sample was collected from the subjects in this study although time did not permit the comparison of the "restricted" versus the "unique" writing sample in this report.

The following are crucial excerpts from the general directions for obtaining the writing samples:

1. No attempt should be made to enrich the normal room display through the use of word lists, pictures, dictionaries, etc. The classroom conditions should approximate those normally found in your daily writing activities.
2. Twenty minutes should be allowed for the purpose of obtaining the writing sample.

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[1] See Appendix A for a reproduction of the motivational story used in obtaining the "restricted" writing sample.

3. The writing paper and pencils customarily used in the second grades of the participating schools should be used.

4. For the "restricted" writing sample, only the motivational story provided[1] is to be read to the pupils. It is particularly cautioned that no specific titles be presented, nor should pictures or other stimuli be employed.

5. No spelling help should be provided during the writing period.

6. If pupils request spelling assistance, they should be told to try to spell the word and then encouraged to proceed.

7. If the pupil normally uses a simplified dictionary or writes from displayed flashcards, this practice should be allowed.

8. Under no circumstances, however, should the examiner correct misspellings, give ideas, or orally assist the pupil beyond the point of general encouragement.

The "unique" writing sample was to be obtained using a motivational stimulus familiar to the pupils. All other writing conditions were the same as in the first sample.

All papers were corrected and scored by the local research staff. The papers were scored to obtain five measures: 1) the number of running words; 2) the number of different words; 3) the number of words spelled correctly; 4) the number of polysyllabic words; and 5) a mechanics ratio score derived from accuracy in capitalization, punctuation, and indentation.

End-of-year Individual Tests

Individual oral reading tests were also administered at the end of the 145-day instructional period and after the administration of the Stanford Achievement Tests. Six trained examiners administered the Gates,[2]

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[1] See Appendix A for a reproduction of the motivational story used in obtaining the "restricted" writing sample.

[2] Gates Word Pronunciation Test, reproduced by permission for use in the Cooperative Research Program.

Gilmore,[1] and Fry[2] oral reading tests to all research subjects during the period from May 23 to June 1, 1966. Brief descriptions of each of these tests follow:[3]

Gates Word Pronunciation Test

This is a standardized test in which the pupil is asked to read orally a graded list of 40 words of increasing difficulty. The score is the number of correct responses. Each pupil is allowed two tries at each word.

Gilmore Oral Reading Test

The paragraphs in this test, which are to be read orally by the pupil to the examiner, are constructed to test the oral reading performance of pupils in Grades 1 through 8. "Standard scores and grade equivalents are provided for Accuracy and Comprehension; Performance Ratings are provided for Accuracy, Comprehension, and Rate."[4] Both the Accuracy and Comprehension sections of the tests were administered and scores for these two aspects of pupil performance, plus his rate of reading were computed.

(Fry) Phonetically Regular Words Oral Reading Test

This test, similar to that which had been administered to the first grade population in the 1964-65 Cooperative Research Project, had been lengthened by 15 words so that it would be suitable for use with second grade subjects. It is a list of 45 phonetically regular words graded roughly in order of difficulty by vowel sounds used. Pupils are not to be given a second chance in reading the words, but immediate self-correction may be accepted.

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[1] John V. Gilmore, Gilmore Oral Reading Test (New York: Harcourt, Brace and World, 1951).

[2] Edward Fry, Phonetically Regular Words Oral Reading Test (New Jersey: Rutgers University, 1966).

[3] Facsimiles of these tests may be found in Appendix A.

[4] Gilmore Oral Reading Test Manual of Directions, op. cit., p. 1.

PROCEDURE: INSTRUCTIONAL

Common Aspects of the Instructional Program for the Low Group Pupil

Before describing the instructional program which was pursued by the three main methods participating in the study, it would perhaps be well to mention certain characteristics of the Cedar Rapids Public Schools curriculum which were common to all methods.

Independent Writing

Fifteen years of informal experimentation with early writing experiences in the Cedar Rapids Public Schools has led to a written language program involving independent writing experiences in all of the primary grades. Starting on the first day in first grade, this writing program begins with an early introduction to the writing of the manuscript alphabet and gradually builds until many pupils are capable of writing creditable stories of both a factual and fictional nature. All of the research pupils participated in this program.

Materials were also provided, for each pupil in every research classroom, which could be used for structured motivation and practice in the language skills of listening, speaking, reading, and writing.[1] These materials were to be used in a language period, not in the 40 minutes allotted for teacher directed reading experiences.

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[1] Hale C. Reid and Helen W. Crane, Ginn Elementary English, 2^1 (Boston: Ginn and Company, 1964).

Hale C. Reid and Helen W. Crane, My Practice Book to accompany Ginn Elementary English, 2^1 (Boston: Ginn and Company, 1964).

Hale C. Reid and Helen W. Crane, Ginn Elementary English, 2^2 (Boston: Ginn and Company, 1964).

Hale C. Reid and Helen W. Crane, My Practice Book to accompany Ginn Elementary English, 2^2 (Boston: Ginn and Company, 1964).

Books for Voluntary, Individual Reading

A second common characteristic of the second grade classrooms participating in this study was the presence of an average of over 200 recreational reading books in a room. The pupils had the opportunity of turning to these books for voluntary, individual reading during the school day. Teachers also turned to the children's section of the Cedar Rapids Public Library for appealing books to have on hand in their classrooms as well as to the Curriculum Center in the Board of Education, which houses over 10,000 volumes, any of which may be sent to any classroom on request.

Unique to the pupils participating in this study was the reading program initiated during the month of February. The voluntary reading of all of the pupils participating in the second grade studies who were part of the national cooperative research project was to be recorded during the month of February. After a pupil had read a book, he was to enter on a 5X8 file card the title and author of the book. The teacher was to enter her comment on the same card as to whether the pupil had read all or part of the book.

Introductory Lessons for All Research Pupils

It was intended that the introductory program which extended from September 7 to September 21, reintroduce pupils to reading through the use of lessons designed to provide an appreciation for literature. It was also hoped to emphasize the importance of enjoying books at home. There were eight general introductory lessons, three lessons on Maker of Boxes,

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[1] The Cedar Rapids Public Library is considered by a well known figure in the American Library Association to have one of the finest collections of children's literature in the United States.

and two lessons dealing with the Ginn basal characters. They were to be used by all research pupils during the period in which the selection of subjects for each method was being finalized.

Description of Basic Materials

Books. The following books were selected and provided on the basis of one book per pupil:

1. *A Maker of Boxes*:[1] Selection of this particular book was based on:
   a. Its colorful appeal to children
   b. Its literary quality
   c. The opportunities it presented for personal involvement of the pupils
   d. The possibilities of its adaptation to varied learning and classroom situations
   e. Its possible use as reference material

It was intended that the pupils enjoy the book for its content and become personally involved in activities which were outgrowths of the story.

2. The Ginn pre-primer and primer:[2] Use of these books served to introduce or reintroduce[3] pupils to the Ginn characters and setting. Stories were recalled and skimmed for appropriate purposes.

Materials. Materials necessary for the completion of the lessons included:

Art materials
Boxes
Chalkboard
Ginn picture cards
Ginn word cards
Manuscript writing paper
Old magazines
Picture of "The Little White House"
Sentence strips
Wall pocket chart
Word cards

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[1] H. R. Wright, *A Maker of Boxes* (New York: Holt, Rinehart and Winston, 1964).

[2] Odille Ousley and David H. Russell, *My Little Red Story Book*, *My Little Green Story Book*, *My Little Blue Story Book*, *The Little White House* (Boston: Ginn and Company, 1959).

[3] Reintroduce in those instances where the pupil had participated in Cooperative Research Project No. 2698 and had thus been introduced to the Ginn Basic Readers in the first grade.

Content of the Lessons

The first three lessons provided experiences based upon A Maker of Boxes. It was not intended that the pupils actually read this book in the sense that they master its vocabulary. Instead, it was "read" through the use of language patterns heard when the story was read by the teacher. The closely related pictures and text of the book provided many picture clues for interpretation. The pupils were given an opportunity to hear the story, discuss it, and complete constructive activities directly related to the content. These independent activities were evaluated daily by the group.

Each pupil was provided with a copy of the book. He was encouraged to read it independently, share it with friends, and take it home to share with his family.

The two lessons following presented the characters in the Ginn basal readers, acquainting or reacquainting pupils with them. Skimming stories in the Ginn pre-primer and primer for the purposes of discovering stories in which boxes were important provided a link between A Maker of Boxes and the Ginn materials. Picture cards and word cards were used to reinforce learnings. Independent activities provided further opportunities for recalling the basal text materials.

BR Method

As indicated in the chapter dealing with the problem in which the basic design of the study was sketched, the BR method was to serve as a control or baseline against which might be measured the performance of the other two methods. As such, its teachers would receive no in-service training and would interpret individually the manual accompanying the Ginn basal reader manuals.

The only difference between the program followed by the BR teachers and that followed by the non-research teachers was that the BR teachers would be using (with their low group only) a basal series different from that ordinarily used in the Cedar Rapids Public Schools and different from that which they themselves would use with their so-called middle and top groups.

Periodic observations of the BR teachers were the only contact which the research staff had with this group other than the initial September meeting and the June evaluation meeting.

BRIT Method

The in-service program which the 10 teachers in this method received was the only variable between the BR and BRIT methods. Five such meetings were held during the first semester, and four during the second. These are described in detail under PROCEDURE: GENERAL (In-service Meetings).

As with the BR teachers, the BRIT teachers were to use the Ginn Basic Readers with their low group pupils. They would continue to use the Scott Foresman basal readers with their middle and top groups.

SBRIT Method

As indicated in the PROBLEM chapter, the SBRIT method was included with the hope of measuring the effect of lessons written especially for the low group pupil.[1] These lessons were to include some of the approaches which seemed to be successful in the first grade study.[1] Although the SBRIT pupils were divided into SBRIT-C and SBRIT-E within each group, this section will deal only with the specially prepared lessons which were common to both. The instructional procedure pursued by the special teachers of reading will be handled in the next section.

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[1] See Appendix B for the listing on which the basal reader lessons which correspond to representative SBRIT lessons are noted.

The SBRIT teachers were observed on the same schedule as were the teachers in the other methods. They participated in a regular series of in-service meetings during the first and second semesters. These meetings did differ somewhat from those held for the SBRIT teachers in that attention was given to both special lessons and the work of the special teachers in the SBRIT meetings. For a more complete description of the content of these meetings see PROCEDURE: GENERAL (In-service Meetings).

Introductory Book

All SBRIT groups followed the introductory lessons for all groups. In addition, special lessons were written for the pre-primer Boxes Are Wishes[2] and this book was used with the SBRIT groups only. This book was selected to provide an enjoyable reading experience which would relate to A Maker of Boxes.[3] The story remains high in interest throughout, and the vocabulary is very similar to that which the pupils met in their first grade experiences. Each pupil was provided with a copy of the book.

Description of Basic Materials

Basal Readers. The Ginn Basic Readers were selected as the basal text for the study. Included were materials on both the first and second grade levels. The reading texts were read in the following order:

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[1] U.S.O.E. Project No. 2698.

[2] Dorothy W. Shepherd, Boxes Are Wishes (Austin, Texas: The Steck Co., 1959).

[3] See PROCEDURE: INSTRUCTION, "Introductory Lessons for Research Pupils."

Primer

The Little White House[1] was used by approximately two thirds of the pupils as their beginning basal reader in the second grade. First grade records indicated the approximate place within the text to begin instruction for each class. The lessons for this primer were developed as part of the first grade reading study.[2]

Primer Enrichment (1^1)

Under the Apple Tree[3] was the first basal book used by approximately one third of the pupils. The stories within this book provided a review of the primer vocabulary plus an introduction or reintroduction to the characters of the Ginn series. As very little new vocabulary is introduced in the book, it was intended for rapid consumption. The 24 stories in the book, developed in 31 lessons, were to be completed in approximately three weeks.

First Grade Reader

On Cherry Street[4] was used as the next level text. A total of 103 lessons were written for the teachers to use in place of the lessons in the teacher's manual. Each pupil was provided with a copy of the accompanying workbook, My Do and Learn Book, which was used as either a part of the group lesson or as follow-up for reinforcement. At the end of each unit the vocabulary test in My Do and Learn Book was administered to the pupils. When the pupils completed On Cherry Street, the test included with the Ginn basic reading materials was administered for the purpose of determining what, if any, adjustments needed to be made before advancing to the next reader level.

Second Grade Reader (2^1)

We Are Neighbors[5] was used as the next level text. Lessons were provided for the first four units (53 lessons). Any teacher who had completed all of the prepared lessons by May 16 was given the option of completing the book using either the teacher's manual or adapting the techniques utilized in the special lessons to the needs of her group. Teachers who had not completed the lessons by this date were to continue the special lessons until they were completed (or until the end of the school year, whichever occurred first) or use the Ginn manual lessons. A copy of the accompanying My Do and Learn Book was provided for each pupil.

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[1] Odille Ousley and David H. Russell, The Little White House, rev. (Boston: Ginn and Company, 1964).

[2] U.S.O.E. Project No. 2698.

[3] Odille Ousley, Under the Apple Tree, rev. (Ginn and Co., 1959).

[4] Odille Ousley and David H. Russell, On Cherry Street, rev. (Boston: Ginn and Co., 1964).

[5] Odille Ousley and David H. Russell, We Are Neighbors, rev. (Boston: Ginn and Co., 1964).

Workbooks. Workbooks accompanying the following basal texts were utilized: The Little White House,[1] On Cherry Street,[2] and We Are Neighbors.[3]

Other Books. To supplement the basal text material, four titles of the Little Owl series[4] were provided to be used as an integral part of the lessons. These books were provided on the basis of one or two copies of each title per classroom. They were inserted (1) to provide broader reading experience, (2) to provide practice in identifying new words through context clues and phonetic clues, and (3) to provide for intensive use of specific phonetic elements (example: use of the sn blend) within a single book. One or more lessons were written for each book, developing activities which would make them meaningful to the pupils.

Two books which are standard equipment in the Cedar Rapids Public Schools were used in the lessons.[5]

A reference dictionary was provided for each pupil.[6]

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[1] Odille Ousley and David H. Russell, My Do and Learn Book to accompany The Little White House, rev. (Boston: Ginn and Co., 1964).

[2] Odille Ousley and David H. Russell, My Do and Learn Book to accompany On Cherry Street, rev. (Boston: Ginn and Co., 1964).

[3] Odille Ousley and David H. Russell, My Do and Learn Book to accompany We Are Neighbors, rev. (Boston: Ginn and Co., 1964).

[4] At Home on the Ice (Patricia K. Miller and Iran Seligman).
You Can Find a Snail (Patricia K. Miller and Iran Seligman).
Here Comes Jimmy! Here Comes Jimmy's Dog! (Harry Randolph Wayne).
All Kinds of Neighbors (Howard R. Wellesley).
All books in the Little Owl Series were published by Holt, Rinehart and Winston (New York) in 1963.

[5] May Hill Arbuthnot (compiler), Time for Fairy Tales (Chicago: Scott, Foresman and Co., 1961).
William S. Gray et al, The New Friends and Neighbors (Chicago: Scott, Foresman and Co., 1956).

[6] Hale C. Reid and Helen W. Crane, My Picture Dictionary (Boston: Ginn and Co., 1963).

Devices. A number of devices were prepared by the research staff for use by the teachers and pupils. Some were prepared by the teacher and pupils together. Included were:

- Alphabet cards
- Charts
- Cut-outs for flannelboard
- Individual bulletin boards
- Key word cards
- Lapboards
- Map of Cherry Street (geographic representation of the first reader environment)
- Notebooks with plastic envelope pages
- Phrase strips
- Sentence strips
- Sets of cards (1 per pupil) for use with blends and digraphs
- Tachistoscopes
- Word Builders[1]
- Word cards

Several commercial devices were also furnished to the teachers.[2] In addition, standard classroom equipment was utilized. Numbered among this was art materials, bulletin boards, the chalkboard, flannelboards, and the wall pocket chart. Miscellaneous materials included for use in several lessons were a box, a button, object for making noises, and a tape recorder.

Description of Supplementary Materials

Books. Optional titles were often included in the lessons for enrichment.[1] Some of these books were read to the pupils and some were read by the pupils.

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[1] A set of eight word cards were made for each teacher. The word on each card was a three-letter word which could be changed to another word by substitution of the initial or final consonant. Letter cards were provided so the pupils could make such substitutions.

[2] Consonant Pictures (No. 272-1, Chicago: Ideal School Supply Co.).

Cut-outs of Tom, Betty, Susan, Flip, Pony (Boston: Ginn and Co.).

Ginn Basic Card Set to Accompany the Pre-primers and Primer, rev., Unit I. (Boston: Ginn and Co.).

Ginn Basic Card Set to Accompany the First Reader, On Cherry Street, rev., Unit II (Boston: Ginn and Co.).

Picture Cards to Accompany the Pre-primers and the Primer, rev. (Boston: Ginn and Co.).

Record Album 4: Songs About Stories in On Cherry Street of Ginn Basic Readers, rev. (Boston: Ginn and Co.).

Materials. Miscellaneous materials were suggested for use as motivation and enrichment. Included were such items as an ear of corn, earmuffs, mittens, a scarf, etc.

Basal Reader Lessons

The sets of special lessons written to accompany each of the four Ginn basal readers described in the preceding section, were designed to involve the pupils in the stories through a variety of meaningful situations. Each book was treated as a storybook, with word study and skills lessons separate from the lessons in which stories were read. The treatment of the major aspects of reading as handled in these lessons will be discussed in the following sections.

Silent Reading. Opportunities were provided for a variety of silent reading experiences. These included:

1. Written directives. The pupils were summoned to class with directives written on the chalkboard.
2. Guided reading of the stories in the text. During the guided reading, pupils were encouraged to read large blocks of material silently.

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[1] Books such as the following were suggested:
Anne Alexander, Noise in the Night (Chicago: Rand McNally and Co., 1960).
Beverly Cleary, The Hullabaloo ABC (Berkeley: Parnassus Press, 1960).
Evelyn Malone Curro, The Great Circus Parade (New York: Holt, Rinehart and Winston, Inc., 1963).
Edith Thacher Hurd, Come and Have Fun (New York: Harper and Row, 1962).
H. A. Rey, Curious George (Boston: Houghton Mifflin Co., 1941).
Robert Paul Smith, Jack Mack (New York: Coward-McCann, Inc., 1960).

3. Independent reading. Occasionally pupils read an entire story silently prior to its use in class; many stories were reread silently after they had been read in class. Easy-to-read books were provided for independent reading.

4. Special stories. Some lessons included duplicated stories prepared especially for the reinforcement of new vocabulary through silent reading.

5. Study sheets. Silent reading was required for the completion of most study sheets. Many were designed for the reinforcement of new vocabulary in context.

Oral Reading. Through the following avenues attention was given to fostering effective intonation in oral reading.

1. Written directives. Directives written on the chalkboard for the purpose of assembling the group were often read orally.

2. The story-telling technique.[1] Blending the oral interpretation of the pictured background with the written text of the story, oral reading, particularly that of conversational parts, was instrumental in developing deeper understandings.

3. Role playing. Often as a story was read orally, each pupil read the part of one of the characters throughout the story.

4. Group oral reading. Special stories were prepared for the purpose of group oral reading.

5. Sharing a story. Stories of various types were shared with other pupils in the room through oral reading situations.

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[1] See Appendix B, Under the Apple Tree lessons, No. 27.

Comprehension. Effort was made to include in the lessons different approaches which it was hoped would lead to increased comprehension on the part of the pupil. For example, many listening as well as discussion periods were provided. Story dictation gave these low group pupils an opportunity to express themselves unhampered by inadequacy in spelling or writing. Interpretive opportunities were also provided. In the following sections, a more detailed presentation of the aspects of comprehension which were emphasized will be presented.

1. Listening. The almost daily listening to the oral weaving by the teacher of a story background to lead into the written text in the basal reader is one example of the purposeful listening activities provided for the pupils. Others included listening to folk tales or animal stories comparable to those in the text for the purpose of comparing characters and plot, and listening to poetry read by the teacher to evoke mood and stimulate imagination.

2. Discussion. Pupils were encouraged to express themselves freely in their reactions to stories. As they skimmed stories and units, they were encouraged to comment spontaneously. Questions were frequently asked which led to varying opinions, and consequently, to further discussion. Pupils were encouraged to offer information about story material. For example, animal stories often fostered discussion of a given animal's traits or habits. Terminology such as "folk tale" was discussed in considerable depth by teacher and pupils. As creative writing was one form of independent activity employed, discussion of the story topic often preceded the actual writing.

3. Story Dictation. In one lesson, after hearing several stories about a given topic, the pupils dictated a story to the teacher about the same topic. They were encouraged to use their imaginations to create a vivid yet well organized story. The teacher wrote the story as it was dictated. The pupils later illustrated it.[1]

4. Interpretation. The importance of this phase of comprehension was recognized and supported through the inclusion of such experiences as:

a. Having the pupils tell stories. The story-telling technique[2] launched the concept of telling a story in detail. The pupils were encouraged to tell stories in other situations.

b. Comparing stories. Stories similar in plot or characters were compared in detail through discussion.

c. Creative dramatics (including use of the flannelboard). Through "playing a story," pupils were encouraged to demonstrate their feelings about it.

d. Creative reading. Questions, usually at the conclusion of the reading of the story, were designed to lead to deeper and wider interpretations.

e. Exercises in critical thinking. Story situations were presented in which pupils were to try to recognize inconsistencies.

f. Developing story sequence. Through dramatization, discussion, and rearrangement of sentence strips for organization of key ideas, pupils learned to understand the sequence of stories.

g. Learning to extend a story. Several stories lent themselves to creative additions, either written or oral.

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[1] A sample of these stories may be found in Appendix F.

[2] See Appendix B, Under The Apple Tree lessons, No. 27.

h. Developing background through the use of picture-maps. Pupils were given the opportunity of making a picture-map when using Under the Apple Tree. At the beginning of On Cherry Street a picture-map was provided. This device was designed to help the pupils visualize the settings of the stories as well as to understand the relationships within and between stories.

i. Following written directions. Some independent work included the reading and following of directions.

j. Working with phrases. Work was included which would give experience in recognizing how the addition of a phrase can alter the meaning of a sentence.

Word Study.[1] The word study lessons, which were taught in separate periods from the reading of a story, included varied approaches in an attempt to help the pupil read the words which he would meet in the basal reading stories. In a number of these lessons, new vocabulary from the basal reader was presented and used prior to its appearance in a story, thus preparing a pupil to read a new story for enjoyment, without meeting the barrier of new words. Methods employed included:
1. Comparing and analyzing words. Attention was often called to the make-up of a word. Pupils learned to become aware of words and their relation to each other through:

a. Forming words that rhyme through substitution of the initial consonant.
b. Finding root words; affixing or removing suffixes

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[1] In order to avoid confusion, it should perhaps be noted here that these word study lessons are not the "Letters and Their Sounds" lessons which will be discussed later and which were also kept separate from the reading of the stories in the text.

   c. Examining and reading compound words
   d. Understanding opposites
   e. Discovering homonyms
   f. Noting initial, medial, and final consonants, consonant blends, and consonant digraphs
   g. Spelling words
   h. Remembering irregular words

2. Identifying phonetically regular words. In reading specially designed sentences and stories, pupils identified new words through the application of phonetic clues, context clues, and comparisons.

3. Using words in context. Through context, words were presented and reinforced. Methods included:

   a. Oral stories combined with visual devices
   b. Written directives
   c. Study sheets
   d. Oral sentence patterns

4. Working from direct experiences. Pupils were given the opportunity of discovering words through direct experiences. For example, in experimenting with objects which made different kinds of noises, the word "noise" was introduced.

5. Using visual devices. Visual devices developed and used with the pupils provided both motivation and reference for word recognition. Included were:

   a. Tachistoscopes
   b. Reference charts
   c. Picture-maps
   d. Labels
   e. Key word line
   f. Word and phrase cards

6. Using workbooks. Pupils reinforced their acquaintance with words through workbook activities.

7. Using quick review drills. Frequent reinforcement provided much of the necessary review.

8. Testing the vocabulary. The vocabulary test in the workbook was administered at the end of each unit.

Dictionary Skills. Locating familiar nouns in a picture dictionary served to teach dictionary skills as the pupils were checking spelling or attempting to identify a needed reading word. This reference source was also used for vocabulary enrichment. Words were frequently illustrated and posted for reference.

Independent Activities. Most of the lessons provided for independent activities to be used as follow-up for the class activities. Much of the independent work was then evaluated and/or used in the next class period. For example, My Do and Learn Book, the workbook which accompanies each of the Ginn Basic Readers, was adapted for use with The Little White House, On Cherry Street, and We Are Neighbors. Modifications included:

1. Omitting certain pages which did not seem to provide as valuable a reading experience as others
2. Reversing order of procedure given in workbook
3. Having pupils write words or phrases wherever possible in lieu of drawing lines or circling
4. Having pupils use My Picture Dictionary (Ginn and Co.) as a reference in conjunction with completing a workbook page

In addition, the use of these workbooks was extended by including activities which it was hoped would develop deeper meanings and a sense of creativity, and provide for a more intensive reinforcement of the vocabulary and oral language possibilities in the readers. These aspects were extended as follows:

1. Comprehension
    a. Reading the story orally
    b. Choosing a title (from 3 listed) for a workbook story
    c. Composing a title for a workbook story

  d. Telling why irrelevant material was discarded
  e. Making inferences
  f. Using workbook sentences for the purpose of locating phrases that tell what, who, and where
  g. Seeking correlations between workbook stories and folk literature
  h. Completing a chalkboard sketch after reading a workbook story

2. Creativity

  a. Illustrating workbook stories or specific parts of them
  b. Dramatizing stories which appear in the workbook

3. Vocabulary

  a. Underlining (before reading) a recently introduced or troublesome reading word each time it appeared on a page
  b. Devising multiple uses of the workbook vocabulary tests
  c. Introducing new vocabulary through use of the workbook before the reading of the story in the reader
  d. Reviewing vocabulary through use of the workbook by periodically reusing a page in a modified way

4. Oral language

  a. Completing pages orally
  b. Emphasizing the fact that often the workbook pages were stories
  c. Using some pages in class when texts could be read orally as a story
  d. Encouraging pupils in the story-telling technique with relation to the stories in the workbooks

Perhaps the following excerpt from one of the lessons involving use of My Do and Learn Book[1] will illustrate how some of these ideas were incorporated in a lesson.

Using p. 18, MY DO AND LEARN BOOK

Distribute the copies of MY DO AND LEARN BOOK, and have the children turn to page 18. Help them understand how to perform the task at the top of the page; then progress to the rhymes at the bottom of the page, leaving the top four boxes to be finished independently.

Explain that the six rhymes tell a story. Have the first couplet read and the correct ending supplied. Based on group agreement, have the pupils write the appropriate word on the dotted line. Continue in this manner with the remainder of the page. Have the pupils reread the story silently.

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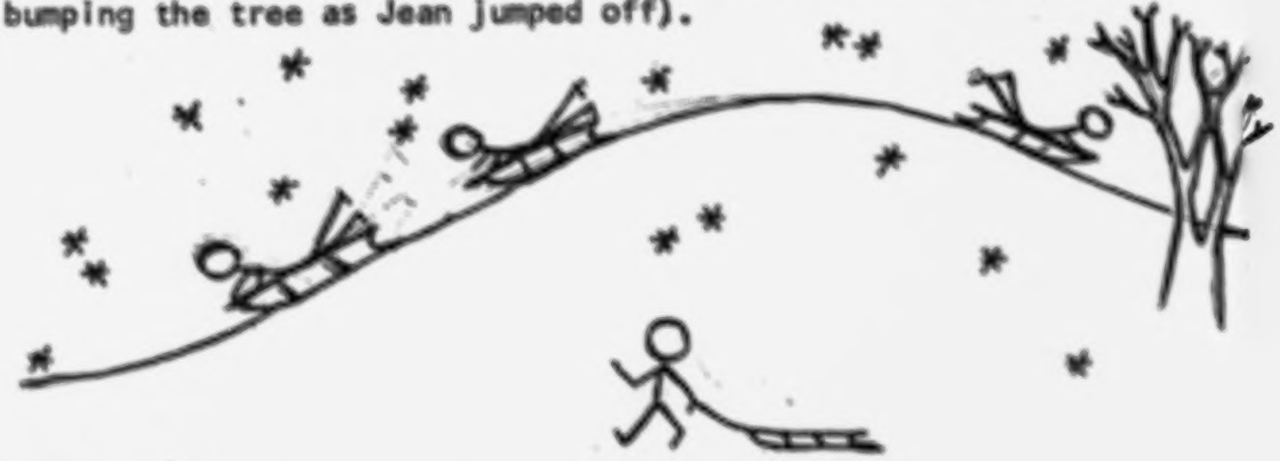
[1] Lesson 12 involving My Do and Learn Book accompanying We Are Neighbors.

Telling the Story (p. 18) Select a child to tell the story. If it seems necessary to further develop understanding of story details, sketch a hill on the chalkboard. Have each rhyme read orally. As each rhyme is read, have children make additions to the picture (snow coming down, Jack going out to play, Bob with a red sled, Bob and Bill going down the hill, Jean going down the other side, the tree, the sled bumping the tree as Jean jumped off).



Optional Activity If time permits, and if the activity seems appropriate, have the pupils compose a title for the story. Keep in mind the necessity for having a title express a main idea of a story.

In addition to the use of the workbook, independent work included experiences for:

1. Reading
    a. Reading stories independently
    b. Rereading stories orally in pairs
    c. Making story booklets
    d. Reading material posted on a bulletin board
2. Writing
    a. Functional writing (as illustrated by activities listed under "Study Type Thinking" below)
    b. Creative Writing
3. Art
    a. Making a bulletin board picture-map
    b. Illustrating parts of stories, using a range of art media
    c. Illustrating written details
    d. Illustrating a story in the workbook which was on enrichment of the ideas in the reader
    e. Illustrating words to be posted for reference
    f. Making props for oral interpretations of a story (Ex. cutouts for the flannelboard)
    g. Illustrating sentences containing a new but individually meaningful reading word by the individual pupil
    h. Illustrating story characters

4. Study type thinking
    a. Substitution of initial consonants
    b. Determining root words
    c. Identifying new words in written form through context clues and phonetic clues
    d. Locating suffixes
    e. Completing sentences by indicating correct words or phrases
    f. Working with opposites
    g. Working with phrases
    h. Developing a sequence of events
    i. Answering questions calling for literal, interpretive, evaluative comprehension
    j. Following directions
    k. Completing a story
    l. Writing titles
    m. Using a picture dictionary for noting commonalities of words in form and meaning

Letters and Their Sounds Lessons

At the October 27 in-service meeting a special program entitled "Letters and Their Sounds" was introduced to the teachers. The purpose of this set of 52 lessons was to teach, apart from the consideration of the basal reader and in perhaps a more concentrated manner, the phonics skills which are important for a pupil to master as a foundation for phonetic analysis.[1] The five purposes important in the development of these lessons included:

1.. Developing auditory discrimination
2. Developing visual discrimination
3. Associating the spoken sound with the written letter
4. Identifying new words through phonetic clues and context clues
5. Using certain diacritical markings

The teachers were instructed to begin the lessons the following week, regardless of where the group was reading in the basal text. It was explained that from two to four lessons were to be inserted into the program each week. Specific directions explained which lessons were to be taught together before returning to the reader. Insofar as possible, the learnings within these lessons were coordinated with the lessons using the basal text in order to better allow for application in story type reading. It was stressed that the "Letters and Their Sounds" lessons were never to be a part of the basal lessons with the exception of brief reinforcement periods following a basal text lesson.

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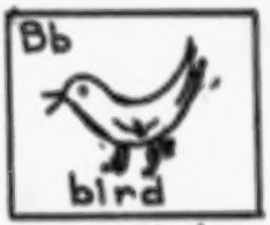
[1] All pupils in the study had received instruction in the first grade in the sounds represented by single consonants in the initial placement in words. The instruction at the second grade level served to:
1) reinforce consonant sounds in the initial position in words
2) introduce consonant sounds in the medial and final positions in words
3) introduce consonant blends and digraphs
4) introduce vowel sounds

Sequential Development. Instruction began with attention to the letters of the alphabet, their names and order. Pupils were encouraged to examine ABC books and dictionaries. It was considered important for each pupil to know the names of all the letters of the alphabet.

To develop the concept of the alphabetic principle[1] the teacher and pupils together spent four lessons in developing a key word line. A familiar noun was chosen as the key word for each of the initial consonant sounds. Each word was illustrated by a pupil, then glued to a 6"x6" sheet of tagboard and titled with both letter and word.

Example:



The cards were posted permanently, in alphabetical order, in an area where reference could be made to them during reading classes.[2] The vowels were not illustrated, but cards of another color were provided for them. These cards were inserted into the key word line for the sole purpose of showing the placement of each vowel in the alphabet. Example:

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[1] Each sound has its visual counterpart and each of these associations are fairly regular, some much more so than others.

[2] In most instances, the reference line was placed right above a long chalkboard so that a new word could be compared by writing it directly below a key word.

e

Upon completion of the key word line review instruction in the use of consonant sounds in the initial placement in words was given through 10 lessons. The sounds were presented in a manner in which similar sounds, employing similar placement of the lips, tongue, teeth, and mouth, were grouped together.

After the pupils had had experience with the consonant sound groupings represented by b, p, and l, the understanding of the knowledge gained through this was used as a basis for the introduction of the consonant blends bl and pl. As more single consonant sounds were reviewed, additional consonant blends and consonant digraphs were introduced through 15 lessons. Key words were selected for all blends and digraphs as they were presented. Cards were made and added to the key word line at the appropriate alphabetic position. The order of presentation of these sounds and their corresponding letter representations follows:

m	t	bl	s	st	r	br	c	cl	cr	f	fr	j	ch	th
b	d	pl	z	sp	w	pr	k	gl	gr	v	fl	h	sh	wh
p	n			sn		tr	g					y		
	l			sl										
				sm										

The next step in the sequence was the use of the consonant sounds in the medial and final position in words. Included in these 8 lessons were activities providing practice in identifying new words[1] through phonetic clues.

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[1] These included words within and in addition to those appearing in the Ginn readers.

The last 14 lessons were devoted to the study of vowels. Pupils learned which letters are vowels, and they were made aware of the vowel qualities which indicate that:

1. Vowels are more often found in the middle of words than at the beginning of words.
2. A vowel can be responsible for changing the pronunciation of a similar appearing short word (cat-cut).
3. Any given vowel can represent many different sounds.

All of the long vowel sounds were introduced before the short vowel sounds.

As the pupils learned to recognize the long vowel sound in a word, they also learned the diacritical marking for the vowel. (Example: cōld)

The silent e was discovered through experiences with known words, and the pupils learned that a silent e at the end of a word usually indicates the long sound of a preceding vowel. For clarification, pupils marked words according to the following example: hōm$\cancel{e}$

Attention was given to words in which two vowels appeared together, the first vowel representing a long sound, and the second vowel silent. Example: rē$\cancel{a}$d

During the lessons devoted to the study of long vowel sounds the pupils and teacher together planned and made a reference chart of key words for each of the long vowel sound. Other activities were provided which gave opportunity for identifying new words through the use of phonetic clues and context clues.

In introducing the short vowel sounds, the long vowel sounds were recalled first, providing a means of comparison of sounds. For example, similar words were used to elicit the comparison, as: goat, got; cape, cap.

Again, the use of the diacritical marking for clarification was demonstrated, then used by the pupils. Example: gŏt

Through use of a manipulative device, "word builders,"[1] which usually demonstrates the changing of one letter in a word for another, pupils formed new words by substituting initial and final consonants on three-letter words, retaining the medial short vowel sound.

Example: not
hot etc.
hop

Opportunities were given for discrimination between long and short vowel sounds, both in oral and written work. Activities for daily reinforcement were provided, including listening and reading experiences.

Key words for each of the short vowel sounds were selected, and the pupils and teacher together planned and made a reference chart.

After all short sounds had been presented, comparisons of the short sounds were made through the substitution of the medial vowel in three-letter words.

Example: bed
bid
bad
bud

The last two lessons introduced the sound represented by the vowels when controlled by the consonant *r*. Pupils were given experiences in (1) listening to words, (2) pronouncing words, and (3) identifying written words. A third chart of vowel sounds was made, this one recording and organizing learning related to the effect of the controlling consonant *r* upon the sounds represented by the vowels.

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[1] See PROCEDURE: INSTRUCTIONAL (SBRIT: Devices)

Procedures. Many procedures, which it was hoped would personally involve the pupils in the study of letter sounds, were tried in these lessons. These included:

1. Developing a key word line as a reference source for consonant sounds to assist in the use of the alphabetic principle.

2. Developing lists of words that are phonetically regular in terms of the element studied.

3. Organizing learning by making charts of key words for vowel sounds.

4. Using My Picture Dictionary (Ginn and Co.) as a source for locating words beginning with or containing a given letter or word element.

5. Using modifications and adaptations of McKee's five steps[1] for developing a sense of letter-sound association. These included:

    a. Having pupils listen for the placement of a given consonant or vowel sound as words were pronounced

    b. Having pupils distinguish sounds by comparing those produced by similar mouth placement and using them in words, as: m, b, p, mat, bat, pat; cl, gl, clue, glue.

    c. Substituting initial consonants, consonant blends, and consonant digraphs in known words and aiding pupils in learning how to blend sounds.

6. Analyzing a consonant sound and its written counterpart by having the pupils figure out how the sound is produced (placement of lips, teeth, etc.).

7. Using a book or stories to introduce or reinforce a letter sound and in some instances to link it with its written counterpart.

8. Reinforcing visual perception of letters through review of how they were formed.

9. Providing visual aids such as diacritical marks and the device "word builders,"[2] as well as using the chalkboard in examining words.

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[1] See p. 121.

[2] See PROCEDURE: INSTRUCTIONAL (SBRIT: Devices)

10. Making a bulletin board to promote understanding of the relationship of closely associated learnings.
11. Providing for a test of power, by identifying in the written form, words unusual to most early basal readers.
12. Evaluating independent work in group discussions.

Review and reinforcement were planned for through the development of special review lessons, specific material to be used daily at the end of lessons using the basal text, and appropriate application in functional reading situations.

Independent Activities. A variety of independent follow-up activities were developed for use by the pupils. Attention was given to purposeful activities in which the pupil could become personally involved. Most of the completed work was evaluated in class, thus serving as a reinforcement to its position in each lesson. Independent activities included:

1. Using My Picture Dictionary (Ginn and Co.) for location of words
2. Using individual bulletin boards[1] in a variety of meaningful ways
3. Communicating through art work
4. Locating and displaying magazine pictures for a purpose
5. Writing a story the theme of which encouraged the use of specific words
6. Completing the pages of My Do and Learn Book which specifically pertained to the skill or knowledge at hand
7. Writing words for a given purpose
8. Completing study sheets which provided practice in the application of the following skills:
    a. Using the key word line as a reference for determining the initial consonant of pictured words

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[1] Cellotex rectangles (12"X18") on which pupils mounted illustrations of their work.

b. Locating words in My Picture Dictionary; writing or illustrating

c. Identifying phonetically regular words by phonetic clue alone; making illustrations

d. Identifying and illustrating words by reference to initial, medial, and final consonants coupled with clues from commercially prepared pictures

e. Identifying words in written sentences through phonetic clues and context clues, then illustrating the sentences

f. Choosing correct words for sentences through use of phonetic skills

g. Identifying long and short vowels by marking the vowel letter within a word with the appropriate diacritical mark

It would perhaps be of value to note, both in summary fashion and through analysis of specific lessons, the differences between the presentation of a basic phonic element in the "Letters and Their Sounds" lessons which were written especially for low group pupils, and that which is found in the basal Manual. In summary, then, the special lessons:

1. Were sometimes more detailed than the basal lessons in an effort to be as specific as possible with these low group pupils. It became policy in the lessons to attack each problem as specifically as possible. For example, (a) implementation of McKee's Step III ("Help the child associate the sound and the form of the element.")[1] was regularly included; (b) simple diacritical markings were introduced as a visual experience; and (c) the "word builder" device provided manipulative experience.

2. Always provided for application and although these lessons were presented separately from story lessons using the basal reader, teachers were alerted to providing opportunities for applications in real reading

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[1] Paul McKee, The Teaching of Reading (Boston: Houghton Mifflin, 1948), p. 248.

situations. For example, new or relatively new words which it was thought children could identify for themselves were seldom introduced before the reading of the selection. Situations were provided for within a reading period for a child to need to read one or more sentences to know how to proceed. These sentences frequently contained new words which it was felt the child could attempt to read on his own.

3. Provided for spaced time interval reinforcement of a specific learning. These approximately five minute sessions following basal reader lessons dealt in varying intensity with the phonic learning under consideration.
4. Included the use of key words selected by the pupils as an integral part of the lessons. The group-selected key words for all sounds[1] served as a constant reference for the pupils. A published picture dictionary (in contrast to pupil prepared materials) was called into play when it served as an appropriate reference.
5. Provided opportunities, through pupil-teacher developed charts and bulletin boards, for organizing and interrelating learnings pertaining to vowels and consonants.
6. Provided for pupil exploration of his own vocabulary and of the vocabulary of the group as often as possible. The pupil's own drawings were used rather than commercial pictures to illustrate words containing a specific sound element.
7. Gave attention to the way in which a sound is produced, i.e., the placement of the tongue and lips, the rationale being that perhaps this additional knowledge might better help these low group children under-

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[1] As each vowel and consonant sound (including digraphs and blends) was introduced, pupils selected the one key word which would then be posted to serve as reference for their group.

stand the intellectual aspects of auditory discrimination. This understanding might then serve as a basis for a better interpretation of letter-sound associations.

8. Attempted to force finer auditory discriminations through presenting similar sounds in relation to each other.

9. Gave attention to letter names in order for pupils to have labels in discussing letter sound associations. Alphabet cards were used in lessons in a variety of ways.

10. Presented the long vowels before the short vowels, the rationale being that the low group pupils might be able to distinguish the long vowel sounds more easily than the short, although it was known that there were probably more short than long vowel words in the pupils' reading vocabulary.

In a more specific way, comparisons of techniques used are demonstrated by the following lessons. These served to give examples of the methodology employed in the presentation and reinforcement of letter sounds. Sample lessons from each method include (1) work with a given consonant sounds, and (2) work with a given vowel sound.

Techniques used in teaching the sound represented by the consonant digraph sh follow.

Basal Reader Method

Source: David H. Russell and Odille Ousley. Manual for Teaching the First Reader, revised edition. (Boston: Ginn and Co., 1964.)

page 286
Phonetic Analysis. To strengthen auditory and visual recognition of digraphs use the following activities.

1. Place on the chalk ledge pictures of a shoe, a shovel, a ship, a shirt, and a sheep. Have the names of the objects given. Ask, "What part of shoe, shovel, ship, shirt, sheep has the same sound?" Then write she, shall on the chalkboard and have the words read aloud. Ask:

"Do you hear the sound of sh in these words? How many sounds do the two letters make? (One.) Who would like to underline the sh in these words?"

2. Write on the chalkboard out, sleep, take. Under these words write shout, sheep, shake. Help children to identify the new words by comparison with the known words. To conclude the lesson, write "What is this?" said Pat. She took the box and shook it. Have the chalkboard sentences read aloud. If necessary help the child to notice that the new word shook rhymes with took and begins with the same two letters as she.

Source: David H. Russell and Odille Ousley. Manual for Teaching the Second Reader - I, revised edition (Boston: Ginn and Co., 1964).

page 149

To introduce auditory and visual perception of the digraph sh, list on the chalkboard the known sight words shall, she, shoe, and have them pronounced. Ask: "In what way are these words alike?" (They begin the same way.) "Do they begin with one sound or two?" (One.) "What letters make this one sound?" (sh) Call on individual children to draw a line around the letters that make the sh sound as the child pronounces the word. Then, for auditory practice only, have the group name some other words which begin with sh. If necessary, help the group by giving definitions of some familiar words. For example, "We do it when we are very cold." (Shiver.) "An animal that says, 'baa.'" (Sheep.)

pp. 214-215

To help the children to observe the digraph sh in initial, medial, and final positions, list on the chalkboard these known words: she, shall, shoe, and have them pronounced. Call attention to the initial sound made by the first two letters. Ask, "Do the letters sh make one sound or two?" (One.) "Where to you hear and see this sound in the words fish, splash?" (At the end.) "Is the sound the same in both words?" (Yes.) "Where do you hear and see the sound in fishes and splashed?" (In the middle.)

Ask volunteers to read the following sentences in which words containing the sh digraph appear.

Flip is splashing in the water.
Tom fished all morning.
Susan likes to go fishing.

Play a short game of "Circle the Post" pronouncing the following group of words: shoes, splashed, dish, fishes, fish.

pp. 236-237

To test recognition of the four consonant digraphs sh, ch, wh, and th in the initial position use the exercise at the top of page 237. Prepare on the duplicator enough copies of the exercise so that each child may have one. Then, as the teacher pronounces the starred word in each group, the children will find the word and draw a line around it.

*what	some	thing	then
that	shoes	thank	*when
wheat	sleep	*thought	wheels
cherry	that	chick	*shall
*chick	table	*children	she
click	*there	chatter	shoe
them	some	*white	chair
*their	shoe	where	*chatter
think	*she	wheat	cherry

SPECIAL PROGRAM
LETTERS AND THEIR SOUNDS
METHOD III -- SBRIT

Lesson 26: Presenting the concept of digraphs; using and comparing the sounds represented by ch and sh

Procedure:

In preparation for examining the sounds represented by the digraphs sh and ch, expose the pupils to the sounds through the use of the first step of sound-letter association. Then, when Step II is used, the pupils will meet the written forms which represent these sounds. As the letter-sound association is made in Step III, the children will realize that the digraphs represent new sounds, and in time will become aware of the fact that provision for them must be made in the key word line.

The
Digraph
sh

GIVING ATTENTION TO THE DIGRAPH SH:

Step 1-a: Listening for the same initial sound	Step 1-b: Listening for a different initial sound
shape	shoot
sharp	shirt
shave	short
shine	sing
shop	shift

---

*Provided with this lesson.

Step II: Observing the same initial digraph in several words

sheep
shoe
shovel

Have the children examine the words carefully. As it is likely that some pupils will offer the fact that all the words begin with the consonant s, encourage them to look further, eliciting that each s is followed by the letter h. Have the sh underlined in each word.

Step III: Associating the spoken sound with the written digraph

sheep
shoe
shovel

Elicit that (1) all the words begin with the same two letters (visual perception), and (2) all the words begin with the same sound (auditory perception). Elicit further that although both the s and h can be seen, the sounds represented by these letters cannot be heard.

Have the children figure out how the sound represented by the digraph sh is produced. (See page 4.)

Explain that when the letter h is placed with another consonant, it does not form a consonant blend,* as the sounds represented by the two letters are not blended together. The new sound created is referred to as a digraph. (The children may be exposed to this term, but it is not necessary for them to remember it.)

Step IV: Providing practice through substitution

could	not	out	snow	my	me	hop
should	shot	shout	show	shy	she	shop

Step V: Providing practice through reading words

Please do not shout.
Could you show me your new toy?
Should we go to the toy shop?

Step VI: Choosing a key word

sheep
shoe
shovel
shout
shop

Underline words on the chalkboard which could be pictured for the key word line (see list at left). While the words are reread, have the pupils listen for the purpose of choosing a key word. When the word has been chosen, select a child to make the illustration. Recall that the consonant combination sh is not a blend. Also, it is not a single consonant. Therefore, a card of a different color must be used for the digraphs in the key word line. They may be posted under the original line. (Sh will be placed directly below the s.)

---

*For the reader, consonant blends were presented before the study of consonant digraphs.

. . . .

Differentiating between ch and sh

Distribute the card holders and the cards for sh and ch. Have each child place the letters for the correct consonant digraph in his card holder as the following words are pronounced:

shadow
shine
chart
shell
cheep
chase

ship
cheer
checkers
shave
chest
short

chocolate
children
she
shovel
chain
shoes

For further reinforcement, compare orally:

shop
chop

shoe
chew

share
chair

sheep
cheep

Independent activities:

1. Use My Picture Dictionary to locate words beginning with the digraphs sh and ch. Illustrate four of these words, then write the word beneath each.
2. Complete the illustrations for the key word line.
3. ...

* * * * * * * * * * * * *

MAKING THE SOUND REPRESENTED BY THE DIGRAPH SH

The sides of the tongue are pressed against the teeth while the body of the tongue is arched toward the hard palate. The lips are protruded and tend to be squared rather than rounded. The air is forced out between the tongue and the palate. Teeth are only slightly apart. The soft palate is raised and the vocal cords do not vibrate.

MAKING THE SOUND REPRESENTED BY THE DIGRAPH CH

This sound is a combination of "t" and "sh." In making it, the tongue, lips and teeth move rapidly from the "t" to the "sh" position. The tongue is pressed firmly against the entire gum ridge, holding the air inside the mouth. As the tongue assumes the position for "sh," the air is released suddenly and explosively as the "ch" sound. The lips become squared and protruded. The soft palate is raised and the vocal cords do not vibrate.

Scott, Louise Binder, and Thompson, J. J., Talking Time. St. Louis: Webster Division, McGraw-Hill Book Co., 1951.

SPECIAL PROGRAM
LETTERS AND THEIR SOUNDS
METHOD III -- SBRIT

Lesson 29: Reinforcing the use of the sounds represented by the digraphs sh, ch, th, and wh

Materials needed:

1. The posted magazine pictures of objects beginning with sh, ch, th and wh (completed as independent work following lessons 26, 27 and 28)
2. Card holders
3. Individual cards upon which appear the digraphs sh and ch, one set per pupil
*4. Individual cards upon which appear the digraphs th and wh, one set per pupil
5. Lapboards (optional)
6. . . .
*7. Copies of the independent study sheet, one per pupil

Purposes:

1. Auditory discrimination
2. Visual discrimination
3. Association of the spoken sound and the written letters

Assembling the group:

Write on the chalkboard: Come and sit on your chairs.
We shall think about some words.

Have the sentences read as the group assembles. Then have the pupils locate within the sentences the words which begin with digraphs (chairs, shall, think). Have these words read and underlined.

Procedure:

Listing Digraphs List on the chalkboard the digraphs used in the above words (ch, sh, th). Have the pupils recall the fourth digraph (wh,) which was presented in lesson 29. Add it to the list on the chalkboard.

Reviewing Digraphs Have the pupils review the four digraphs, recalling the key word for each, and reviewing the way each sound is produced. List on the chalkboard the names of any children in the room that begin with digraphs, as: Sheryl, Charles. If desired, last names may be included, as: White, Thatcher.

Examining Pictures

Direct attention to the posted magazine pictures, one to represent the sound for each digraph. Examine by having individual children show their contributions to the collection (pictures they have drawn). Have the children pronounce the name of each pictured object, determining which posted picture it is appropriately associated with. It may be necessary to shift the placement of some pictured objects after the children have completed their thinking.

Differentiating between the sounds represented by the digraphs

Distribute the cards and card holders. (As four cards will be used this time, you may wish to have the pupils use lapboards, thus providing for easier manipulation of the materials.) Have each child place the correct initial digraph in his card holder as the following words are pronounced.

sheep
thank
wheat
white
chair
chop
shop
shy
thing
thousand
child
show
chocolate
thirteen
whale
whisper
thorn
whirl
shovel
thumb

Independent activity:

Complete the independent study sheet.[1]

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[1] See Appendix B for a facsimile of the independent study sheet.

Comparison of Introductions of the short a sound:

Basal Reader Presentation of Short a

Source: We Are Neighbors, Teachers' Edition

pp. 94-96

To develop the auditory and visual perception of short a in words, proceed as follows dividing the lesson into five parts as indicated.

a. List on the chalkboard the words hat, sat, Pat; back, Jack, black; man, Nan, ran. Say, "Listen carefully while I pronounce these words and see if you can hear the same sound in each one." After pronouncing the words, ask, "Did you hear the same sound in each word?" (Yes.) "What letter do you see in each word that is the same?" (a) "That is the letter which makes the same sound in each of the words. When a makes this sound we say that a has its short sound, as a in cat."

b. "In which of these words do you hear the short sound of a? You may raise your hand when you hear this sound." Say the words am, apple, cake, radio, fast, bang, gate, hammer.

c. "Here on the chalkboard are some words with short a sounds. Read them aloud and see if you can hear how they are alike: can, pan; at, that, scat, cat; quack, back; as, has. Now underline the letter that gives each word this special sound.

d. "Read these sentences and be ready to name and underline the words in which you hear the sound of short a."

Jack is a happy man. Nan has a big black hat.

e. Help the children to make a large chart on which words with short a are pictured. Guide the children in their choice of cat as the key word. Write the key word at the top of a large sheet of tagboard. Have a child illustrate it with an original drawing or with a picture cut from an old magazine. Place the following list of words on the chalkboard: hat, bag, kitten, lamb, man, apple, muff, basket, bee, cake, candle, egg, pan, Jack. After reading the list orally, the children may select the short a words to be printed and illustrated on their chart. As new short a words are introduced in the vocabulary, they may be added to the chart.

SBRIT Method Presentation of Short a in Letters and Their Sounds Lessons

Lesson 47: Becoming acquainted with the short a sound

Materials needed:

1. Key word line
2. Chart of vowel sounds
3. Chalkboard space
4. Word builders: can, consonants, digraphs
5. Wall pocket chart
*6. Sentence strips
7. Consonant Pictures (No. 727-1, Ideal School Supply Co.): gate, hand, jam, lamp, rake, skate
*8. Copies of the independent study sheet
9. Picture to illustrate the short i sound (prepared following lesson 46)

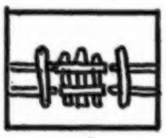
Before class:

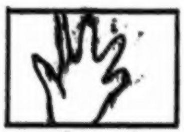
1. Write on the chalkboard:

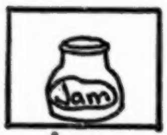
can
an
dance
basket
back
fast

hammer
that
ran
cat
pan
lamb

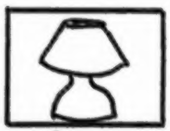
2. Tape consonant pictures to the chalkboard and write words beneath them as follows:

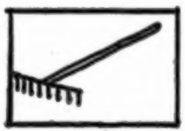

gate

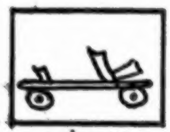

hand



jam


lamp


rake


skate

Purposes:

1. Auditory discrimination
2. Visual discrimination
3. Association of the spoken sound with the written letter
4. Use of diacritical markings
5. Attacking new words through phonetic clues and context

---

*Provided with this lesson.

Assembling the group:

Give an oral directive. As the children gather, help them develop a listening attitude in preparation for listening and thinking activities.

Procedure:

. . . .

Listening for a long vowel sound

As you pronounce the following words, have the pupils listen for the purpose of determining the long vowel sound which can be heard in each.

tail
train
way
day
came
ate

Elicit that the sound of a long *a* can be heard in each word..

Marking long *a*

Write on the chalkboard: *ate*. Have it pronounced. Elicit that the final *e* is a clue to a long vowel sound. Have the word marked: $\bar{a}t\cancel{e}$

Introducing short *a* sound

Now write: *at*. Have it pronounced. Have *at* compared with *ate* visually. Then pronounce both words and have the pupils listen for the difference in the sounds represented by the letter *a*. Have the pupils pronounce both words.

Elicit that the sound represented by *a* in *at* is called the short *a* sound, in order to have some way to distinguish it from the sound represented by the letter *a* in *ate*. Have *at* marked diacritically: Thus: $\breve{a}t$

By affixing various initial consonants to *at*, change it to:

cat
mat
fat
rat
sat
bat

Have the children pronounce the words.

Pronouncing words; diacritical marking

Direct attention to the list of words on the chalkboard (see "Before class"). Have all of the children pronounce all of the words, giving attention to the short a sound. Then give each child a chance to individually pronounce a word and mark the short a diacritically.

Using the word builder device, place the word card can in the pocket chart. Have the pupils make substitutions of the initial and final consonants, forming new words. Suggested:

can
man
fan
fat
cat
bat
bad
sad
mad etc.

Have each word pronounced as it is formed. Proceed with this activity as quickly as possible.

Discrimination between sounds

Refer to the six "consonant pictures" on the chalkboard. Have the name of each pronounced. Have the pupils determine which words contain the short a sound and which ones contain the long a sound. Have the diacritical markings for the long and short a placed over the letter a in the words.

Write on the chalkboard: pancake. Have it pronounced. Lead the pupils to note that two a's appear in the word. Have the pupils repronounce it, giving special attention to the vowel sounds. When they have determined which letter represents a long a sound and which one represents a short a sound, have the word marked: pǎncāke

Have the pupils select from the words on the chalkboard a key word to represent the short a sound on the chart of vowel sounds. Make arrangements to have it illustrated.

Independent Activities:

1. Complete the independent study sheet.[1]
2. One child may prepare a picture to represent the short a sound for the summary chart of vowel sounds.

Activities for reinforcement:

Use the following activities for very short periods of time at the end of lessons using the basic text (one or part of one activity per lesson.)

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[1] See Appendix B for a facsimile of the independent worksheet.

1. Read sentences to the pupils. Have them listen for words within the sentences which contain the short a sound.

   We will wear masks to the party.
   Do you like to play in the sand?
   What is the matter?
   "Snap," went the little turtle.
   It was a sad story.
   I can do that.

2. Distribute sentence strips to several pupils. Have them read the sentences, identifying new words through context clues and phonetic clues. A word containing the short a sound appears in each sentence. This activity may be spread out over several class periods.

3. *Write on the chalkboard: top. Have it pronounced by one child. Then erase the o and replace it with an i, forming tip. Have it pronounced by another child. If difficulty is experienced, refer to the key word for short i. Then change the word to tap and have it pronounced by another child. Continue.

cot	sock	rock	bag
cat	sick	rack	big
	sack		

*To the reader: The sound-letter and letter-sound associations in the short vowel sounds for i and o have been introduced before the a.

The phonic elements presented in the manuals of the Ginn Basal Readers (used in BR and BRIT methods) and in the manuals of "Letters and Their Sounds" (used in SBRIT method) from the pre-primer through second reader, level one are given below:

Basal Reader Manual	"Letters and Their Sounds" Manual
Phonic Elements Presented	
1. all initial consonant sounds except g and x	1. all initial consonant sounds except x
2. the consonant blends gr, tr, bl, fl, br, fr, cr, pl, sl, cl, pr, sn, st, dr (initial postion), and nk (final position)	2. the consonant blends bl, pl, st, sp, sn, sl, sm, br, pr, tr, dr, cl, gl, cr, gr, fr, fl (initial position)
3. consonant digraphs th (voiced and unvoiced), wh, ch, ck, sh, ng	3. the consonant digraphs ch, sh, th (voiced and unvoiced), wh
4. double consonants ff, gg, nn, pp, rr, bb, cc, dd, ll, tt	4. - - - - -
5. final consonants b, d, k, l, m, n, p, t, x, z	5. final consonants n, m, k, d, t, p, l, g, s, r, f, b, z, v, x
6. medial consonants k, t, x, z	6. medial consonants n, m, k, d, t, p, l, g, s, r, f, b, z, v, x
7. variants soft c and soft g	7. (soft c handled in We Are Neighbors, Lesson 36)
8. all long and short vowel sounds	8. all long and short vowel sounds
9. vowel digraphs ai, ay, ea, ee, oa, oo	9. vowel digraphs ai, ay, ea, ee, oa
10. silent vowels in digraphs ai, ay, ea, oa	10. silent vowels in digraphs ai, ay, ea, ee, oa
11. - - - - -	11. sounds represented by vowels when controlled by the consonant r
12. - - - - -	12. silent e at the end of a word
13. - - - - -	13. diacritical markings of vowels

SBRIT-E Subgroup

The designation SBRIT-E refers to the experimental portion of the SBRIT method which had the services of the two special teachers of reading. In October there were 37[1] pupils designated as SBRIT-E subjects. At the time of the May testing, there were 33 subjects; one of the special teachers had 16 pupils in May, the other 17.

As indicated in the PROBLEM, the purpose for including two special teachers of reading was to investigate the effect of individual or small group instruction on a limited number of pupils and to compare the results of the pupils who had such instruction with the work of pupils having the same classroom teacher who did not have such special help (SBRIT-C). All of the SBRIT-E pupils were to receive regular instruction in reading from the classroom teacher. In addition, special instruction for at least two periods a week was provided for the SBRIT-E pupils.

Although the instructional programs of these two clinically trained teachers[2] were similar in most respects, occasionally an approach was used by only one of the two teachers. These variations have been designated in the sections which follow as (SBRIT-5) or (SBRIT-6) depending upon which special teacher employed the procedure.

Conferences with Classroom Teachers and Principals

On October 11, before actual instruction began, the special teachers held conferences with each of the classroom teachers.[3]

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[1] There was a beginning total of 74 subjects in the SBRIT method. Thus half of the method was to receive individual or small group instruction.

[2] Each teacher was trained in the Reading Clinic at the State University of Iowa. A further description of their academic background may be found in PROCEDURE: GENERAL (Special Teachers of Reading).

[3] A substitute teacher was provided to enable the classroom teacher approximately 45 minutes to leave the classroom for the conference.

A summary of each pupil's performance on the diagnostic measures administered by the special teachers was presented, weak areas pointed out, and a basic instructional approach and grouping were discussed.

At the second set of teacher conferences, held in November, an examination of pupil progress both within the classroom and in the special classes, was shared. Ways of continuing reinforcement in the skills areas were discussed. The possibility of developing a broader recreational reading program was presented.

Frequent informal conferences were held either with the principals or the teachers as the need arose. Additional conferences were planned when requested by either a principal, parent, teacher, or one of the special teachers.

Overall Goals of the Program

General Objectives. The general objectives of the special instructional program were: 1) to diagnose specific problems of each pupil and to provide instruction in these problem areas; 2) to carry out a constant evaluation of each pupil to determine skills mastered, as well as skills needing reteaching and reinforcement; 3) to note new areas of difficulty as they arose; 4) to provide reinforcement of skills which were taught in the classroom; 5) to provide possibilities for pupil success in reading by providing materials at the level at which the pupil was able to read; 6) and to provide sufficient verbal encouragement and emotional support to boost each pupil's self-confidence during instructional periods and to increase individual motivation for reading tasks.

Specific Objectives. Specific objectives were established in teaching: 1) silent and oral reading, 2) comprehension, 3) vocabulary, 4) phonetic and structural analysis, 5) knowledge of the letters of the alphabet, and 6) in developing an inclination for independent, recreational reading. These specific objectives will be described in succeeding sections.

Daily Log

One of the tools used in achieving the above goals was a daily log which the teachers kept for each pupil. Here was recorded pupil reactions; errors on vocabulary, letter sounds or other exercises; and skills mastered. Areas needing further reteaching or reinforcement were also noted. Such planning enabled the teacher to adjust her program to the daily needs and interests of all pupils.

Progress Charts

In a similar vein, progress charts[1] were often kept for the pupils through which they might have the encouragement of seeing regular and specific evidence of progress. Progress charts were used by the special teachers to enable the pupil to see his progress in learning letter names, mastering sight vocabulary, and reading books for enjoyment.

In the sections which follow, a discussion of the specific objectives touched upon by the special teachers of reading will be given. General comments and the games and devices used in reinforcing each area will also be cited. Many of the games used in the instructional program of the SBRIT-E teachers were developed and used with pupils in the Reading Clinic at the State University of Iowa in Iowa City. Games so derived are marked with an asterisk (*).

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[1] Progress charts may be any of several devices deemed by the teacher to have motivational value for a particular pupil or pupils. They may be as simple an evidence as a 3X5 card on which names of books read and the date completed are entered. Or, they may be large or small charts involving spaces for letters, words, phrases, titles, etc., which are currently being studied. An Uncle Wiggly or trail-type chart often provides an adaptable motivational device for small children. Simpler graph-type charts are suitable for older pupils. Definitely extrinsic motivation, the progress chart still often provides the "starter" for pupils who have not been heretofore aware they could experience success in reading.

No attempt has been made to arrange the topics chronologically, as many of them were handled concurrently.

Silent and Oral Reading

Objectives

1. To develop the understanding of what is involved or required in reading material silently.
2. To provide a purpose for silent reading of material.
3. To encourage pupils to attack unknown words in silent reading by employing word analysis, sentence context, and picture clues.
4. To develop the ability to read words in phrases in an attempt to lessen word-by-word reading.
5. To encourage use of oral reading as a means of sharing favorite parts of a story with others.
6. To use oral reading to show expression through attention to exclamation marks, question marks, etc.
7. To improve oral reading by decreasing number of repetitions, omissions, and substitutions.
8. To use oral reading to check pupil application of word analysis skills when confronted with new words.

General Comments

No basal program was used in special instruction periods because the basal was taught in the classroom. The main development of the objectives in this area was carried out through the recreational reading program. Attention was given to individual difficulties in oral reading such as phrasing, expression, use of the finger in pointing, omissions, substitutions, reversals, and repetitions. The following mechanics of silent reading were given attention: lip movement, whispering, and poor attention necessitating rereading. Practice in silent reading was further developed by having the pupils read directions on worksheets and recreational reading books. Also, pupils read new material silently before it was read orally in order to provide an opportunity for them to use the word analysis skills which they were learning.

Games and Exercises

Markers were sometimes used to direct the pupil's attention to the reading of phrases. A description of the games and exercises in which phrases were used may be found in Appendix F.

Comprehension

Objectives

1. To develop the pupil's ability to recognize the main idea in a short selection or a book.
2. To cultivate the ability to retell a story in the proper sequence.
3. To emphasize the importance of reading for details.
4. To develop the pupil's ability to evaluate material confronting him by comparing known facts with unknown facts, questioning the authenticity of the material and the accuracy of the pictures and text.

General Comment

As measured by the subtest on "Listening" in the Durrell Analysis of Reading Difficulty,[1] comprehension did not seem to be an area involving difficulty for the pupils. Usually, if pupils did not understand material as they read it, it was because they did not understand individual words and did not possess the word analysis skills to attack the word; if the same material was read orally they generally had no problem with comprehension.

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[1] Donald D. Durrell, Durrell Analysis of Reading Difficulty (New York: Harcourt, Brace and World, Inc., 1955, 1937).

Games and Exercises

Informal discussions. This exercise was employed with recreational reading material.

Developmental sequence. In the Singer[1] materials, lessons consisting of three separate sentences were put into the correct sequence by pupils. (SBRIT-6)

Vocabulary

Objectives

1. To reinforce words which have been presented in the basal reader lessons but have not been mastered. To place emphasis on the Ginn-Dolch words[2] at all levels, pre-primer to second reader.

2. To introduce words from the pre-primer through the second reader levels.

3. To broaden reading vocabulary through the exposure to new words in recreational reading.

4. To develop an awareness of similarities and differences in words causing confusion.

5. To provide special techniques for helping pupils master words presenting unusual difficulty.

6. To develop meaning in use of vocabulary.

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[1] Catherine Stern, et al, We Read and Write (Syracuse, N. Y.: L. W. Singer, 1963).

[2] Vocabulary which was common to both the Ginn readers and the Dolch word list.

General Comments

At the beginning of the year, each pupil's sight vocabulary[1] was determined by flashing the Ginn-Dolch[2] pre-primer and primer vocabulary lists. The words not recognized were reintroduced and reinforced. Continual evaluation was made of individual mastery of all vocabulary. Special techniques were utilized when a pupil experienced difficulty in mastering a word. An attempt was made to increase reading, listening, and meaning vocabularies through drawing attention to new words in many situations and through advancing pupils to the next level of words in the first or second reader when a pupil showed readiness to make such an advance. New words were presented in the following ways:

In sentences. New words were presented in sentences in which all except the new word was in the pupil's sight vocabulary.

Through picture clues. A sentence using the new word accompanied a picture illustrating the word. Sentences with the new word omitted were used with pictures. (SBRIT-6)

Through comparison. Some words were presented in isolation and compared with known words, such as came and come.

By the Fernald Method (adapted).[3] Words were presented on strips of paper or on the chalkboard. After pronouncing the word, the pupil traced it several times with his finger, pronouncing the word slowly as he did so (SBRIT-5 and 6). The pupil was then asked to write the word without looking at the printed word and to compare his spelling of the word with the correct word (SBRIT-5).

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[1] The phrase "sight vocabulary" refers to those words which a pupil has mastered to the point that he recognizes them instantly.

[2] Vocabulary which was common to both the Ginn readers and the Dolch word list.

[3] Grace M. Fernald, Remedial Techniques in Basic School Subjects (New York: McGraw-Hill, 1943), p. 100.

By the Gillingham Method.[1] The word was presented on a card. The teacher pronounced the word (bat). The pupil repeated the word (bat). The pupil then named the letters (b-a-t). Errors were caught at this point to avoid later incorrect spelling of the word. Then the pupil wrote the word, naming each letter as he wrote it (b/a/t). Then the pupil read the word (bat). (SBRIT-6)

Through illustration of words. Words were illustrated on small cards. The word was written below the picture and on the reverse side of the card. These cards were filed alphabetically in a box.

Games and Exercises

A variety of teacher-constructed games were used which not only appealed to the interests of individual pupils but proved to be valuable in reinforcing vocabulary. A description of these may be found in Appendix F.

Phonetic Analysis

Objectives

1. To teach letter-sound association of the consonants, consonant blends, and digraphs.

2. To teach recognition of long and short vowel sounds and common vowel patterns in words.

3. To teach recognition of rhyming endings and common phonograms.

4. To develop the pupil's ability to apply his knowledge of letter sounds in independent attack of unknown words.

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[1] Anna Gillingham and Bessie Stillman, Remedial Training for Children With Specific Disability in Reading, Spelling, and Penmanship (Cambridge, Mass.: Educator's Publishing Service, Inc., 1960. 7th ed.).

General Comment

Initial diagnosis revealed individual needs and instruction was begun at this point. Thus, no basic step-by-step teaching program was followed for the entire group. Pacing depended upon the speed with which each pupil mastered the respective sounds. The order in which the beginning letter sounds were taught was based upon the frequency of their appearance in the basal approach. The initial consonants were taught before the consonant blends and digraphs. Vowel sounds were reinforced at the end of the year after the classroom teacher had introduced them. Independent application of letter-sound knowledge was developed by providing time for the pupil to use his word analysis skills in various reading situations.

McKee's Five Steps. One of the basic approaches used by the special teachers in teaching letter sounds was that outlined by McKee in his The Teaching of Reading.[1] Those unfamiliar with these five steps will find them footnoted below.[2] The variations and extensions of these five steps, as well as sources of words and exercises used in implementation by the special teachers are as follows:

1. Variations of Step 1 (teaching the sound of the element) included discussing the formation of the sound including use of lips, mouth, tongue,

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[1] Paul McKee, The Teaching of Reading (Boston: Houghton-Mifflin, 1948), pp. 247-8.

[2] "The complete teaching of any given phonetic element or any given structural element to be used in word analysis at the first grade level consists of performing five tasks with that element. Those five tasks are as follows:
(a) Teach the sound of the element. . . (b) Teach the form of the element. . . (c) Help the child associate the sound and the form of the element. (d) Provide the practice which the child needs in order to associate the sound and the form of the element so thoroughly that his seeing of the form stimulates him to think the sound. (e) Provide practice for the child in using the element in conjunction with the context in working out the pronunciation of suitable strange words." (Ibid.)

and teeth. For example, the teacher might tell the pupil to watch her say a letter. She would then have the pupil say the letter. The pupil would then be asked to tell where the tongue, lips, and mouth were placed during the formation of the sound.[1]

Oral riddles were also used as an extension of this step. Ex. "The name of a book is its ______." (Title)[2]

Various word lists and exercises for reinforcing similar beginning sounds were also utilized to reinforce this step.[3]

2. Variations of Step 2 (teaching the form of the element) included not only discussing how a letter was formed, but pointed out differences in similar ones such as b and p.[4]

3. Variations of Step 3 (helping the pupil associate the sound and the form of the element) included:

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[1] Louise B. Scott and J. J. Thompson, Talking Time (St. Louis: Webster Publishing Company, 1951), p. 155.

Making the Consonant Sounds from the Manual for Teaching the Reading-Readiness Program of The Ginn Basic Readers (rev.) (Boston: Ginn and Co., 1962).

[2] Lucille Schoolfield, Better Speech and Better Reading (Magnolia, Mass.: Expression Company, 1963), p. 36. The teacher reads aloud a sentence containing frequent use of key sound, and asks pupil what specific sound he heard at beginning. (SBRIT-6)

[3] Donald C. Durrell and Helen Murphy, Speech to Print Phonics (New York: Harcourt, Brace and World, 1964).

Words common to the Ginn and Dolch vocabulary lists, pre-primer to 2^1.

Hale C. Reid and Helen W. Crane, My Picture Dictionary (Boston: Ginn and Company, 1963).

Words in the pupil's listening vocabulary secured from a dictionary. (SBRIT-5).

Consonant Pictures (Chicago: Ideal School Supply Co.). Pupil sees a picture and says what sound the word depicted begins with.

Ethel S. Maney, "Beginning Sounds," Levels 1 and 2, Reading Readiness Series (Elizabethtown, Pa.: The Continental Press, Inc., 1958).

Hale C. Reid and Helen W. Crane, Ginn Elementary English, 1^1 (Boston: Ginn and Co., 1963), p. 11. Discusses how the letter is formed. Points out differences in similar ones, such as b and p.

[4] Hale C. Reid and Helen W. Crane, Ginn Elementary English, 1^1, op. cit. Served as source material for this type of exercise.

a. Using teacher-constructed or commercial picture cards as key cards.[1]

b. Using commercial workbooks in oral and written work.[2]

c. Using the dictionary to locate other words beginning with the same sound and letter. Exceptions such as blends were noted.

d. Having the pupils write short sentences using the key letter sound as many times as possible.

e. Letting the pupil suggest words which begin with the sound.

f. Having the pupil look in books to find all of the words beginning with a particular sound.

4. Variations of Step 4 (providing practice which the child needs in order to associate the sound and the form of the element so thoroughly that his seeing of the form stimulates him to think the sound) included:

a. Substituting initial sound in the pupil's sight vocabulary.

b. Using the words made in substituting beginning sounds in oral sentences and discussing the meanings of the newly formed words (SBRIT-5).

c. Using sound being reinforced with various known phonograms.

5. Step 5 (Provide practice for the child in using the element in conjunction with the context in working out the pronunciation of suitable strange words) was implemented by the following means:

a. Through using a picture showing a common object or activity beginning with the consonant or vowel under consideration. Beneath the picture was printed a sentence using all words which were within the pupils' sight vocabulary except the new word which the pupil was to attack using the sentence context.

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[1] Consonant Pictures (Chicago: Ideal School Supply Co.). Also, key cards, teacher-constructed, were drawn or selected from magazine pictures within the pupils' experience background. Ex. On the card on which had been affixed a picture of a tent, would also be written the letter t and the word tent. Words selected tended to have one syllable.

[2] Paul McKee, Learning Letter Sounds (Boston: Houghton Mifflin Co., 1963).

b. Through trying to instill in the pupil's thought the possibility of using context and picture clues in conjunction with various phonic clues to figure out unknown words.

c. Through using the unknown word in a sentence without a picture.

Usually, McKee's five-step teaching procedure was used as a basis for presenting the blends and digraphs; however, the following variations were also employed:

The use of the term "blend," meaning the combination of two consonant sounds, was discussed. An exercise involving the same phonogramic endings was used to illustrate this combination of sounds at the beginning of a word, such as: sack, tack, and stack.

Comparisons were made between two consonants, blends, or digraphs similar in form or pronunciation such as: c and g, cl and sl, and br and pr. Emphasis was placed upon a comparison of the way in which the two sounds were formed, auditory discrimination of these similar sounds, and substitution of the sounds using common phonograms, such as: cane-game, clot-slot, and brick-prick.

Games and Exercises

A list of commercially prepared and teacher-constructed materials for use in strengthening phonetic analysis may be found in Appendix F.

Structural Analysis

Objectives

1. To teach the recognition of the inflectional endings: s, d, ed, ing, er, est.

2. To teach the recognition of compound words and contractions.

3. To develop the pupil's ability to apply his knowledge of words and their parts in independent attack of unknown words.

4. To encourage the correct use of verb forms in the pupil's everyday speaking and writing.

General Comment

Teacher observation of errors in oral reading during the year indicated a need for instruction in the correct usage of inflectional endings, contractions, and compound words. Some pupils were not able to identify the two parts of a compound word, failed to recognize contractions and their meaning, and tended to add, omit, or substitute inflectional endings. The emphasis placed on structural analysis depended upon individual differences.

Games,and Exercises

A description of games and devices appropriate for strengthening structural analysis skills may be found in Appendix F. Contractions and compound words were pointed out when they appeared in the reading material, including recreational reading.

Teaching the Alphabet

Objectives

1. To teach the recognition of the small and capital letters.

2. To teach the alphabetical sequence of the letters.

General Comments

The results of the initial testing indicated wide differences in pupil ability to write the letters of the alphabet in correct sequence, to name the letters, and to form the letters correctly. The following procedures were used in teaching the recognition and sequence of the alphabet:

Recognition of letters. (1) The formation of the letters was discussed based on the Ginn Elementary English[1] book which was used in the first grade classrooms (SBRIT-E5 and 6). The pupil was given the opportunity to use his own words in telling how each letter is formed (SBRIT-E5).

(2) Tracing (SBRIT-E5 and 6). The pupil traced the letters printed either on paper or letters cut from sponge and glued to oak tag cards (SBRIT-E5).

(3) Writing letters. The pupil wrote the letters to dictation.

(4) Location of letters. Letters on cards were placed in front of the pupil. The pupil located the letter as it was pronounced.

Alphabetical sequence. (1) Arrangement of individual letters. The pupil arranged the printed cards of individual lower and upper case letters in sequence. (2) Missing letters. The pupil wrote the missing letters in a blackboard or paper exercise, i.e., a_cde_g. (3) Recitation of the alphabet. The pupil recited the alphabet alone or with the special teacher. The alphabet song was also used. (4) Filing of word cards. Word cards were filed in a box which had removable dividers with the capital and small letters on them. (5) Writing letters. The letters were written in sequence, read, and errors discussed and corrected. (6) Alphabet books.

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[1] Hale C. Reid and Helen W. Crane, Ginn Elementary English 1^{1}, op. cit., p. 63.

Alphabet books[1] were usually read by the teacher; however, the pupil read parts of the book when he had become familiar with the text. Individual letters on small cards were arranged in the correct sequence as the book was read (Latter exercise, SBRIT-E5). (7) Dictionary. Location of the letters in My Picture Dictionary[2] was pursued with reference to the part of the alphabet in which they are found.

Games and Exercises

Various teacher-constructed games were employed to reinforce the names of the letters of the alphabet. These games are described in Appendix F.

Developing Wide Reading

Objectives

1. To provide a variety of books at each pupil's reading and interest level.

2. To encourage the sharing of good literature with others,

3. To develop an enthusiasm for reading books independently for enjoyment.

4. To develop an awareness of the accessibility of books in the pupil's environment.

General Comments

About a month after special instruction was begun, a recreational reading program was put into effect. An attempt was made in this phase of the instructional program to provide books at each pupil's reading level which would also appeal to his interest. The books used were secured by the special teachers from the Curriculum Center at the Board of Education, from the Cedar Rapids Public Library, or from existing central libraries within each school. Several books were brought to the classroom so that the pupil had an opportunity to select a book having special appeal to him. A variety of books including some humorous, adventure, non-fiction, and fanciful were provided during the year in an attempt to broaden the pupil's interests.

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[1] Jan Garten, The Alphabet Tale (New York: Randon House, 1964).
Isabel Gordon, The ABC Hunt (New York: Viking Press, 1961).
Theodor Geisel, Dr. Seuss' ABC (New York: Random House, 1963).
Brian Wildsmith, Brian Wildsmith's ABC (New York: Watts, 1963).

[2] Hale C. Reid and Helen W. Crane, My Picture Dictionary, op. cit.

Although most of the books were checked out by the pupils to be read either at home or during free time in the classroom, some time was allowed during the special instruction for the pupil to read a book either silently or orally. Some pupils indicated little free time to read such books in the classroom.

After a pupil completed reading a book he was often asked to tell about his favorite part of the book or to read a funny part or the best part orally. Comprehension of a book was checked by asking specific questions about incidents in the book. Brief summaries of the book were sometimes written. The title of the book was often discussed and the pupil was asked whether he felt this was a good name for the book and why, or he was asked to suggest other possible titles for the book. During February a report of the number of books read by all pupils was required by the National Coordinating Committee. The pupils wrote the title and author of each book they had read on a card. Some pupils continued to record the titles and authors of the books as they read them even after the month was over.

When a pupil returned a book he had read, he recorded his progress by adding to his individual chart constructed for this purpose.

Incidental discussions of the care of books were carried out when the need arose.

The pupils were encouraged to visit the city library and bookmobiles throughout the year and particularly during the summer.

ANALYSIS OF DATA AND FINDINGS

Objective Data

Beginning-of-year Measures

Metropolitan Achievement Primary I Battery. Metropolitan Achievement Test results are shown in Table 5 according to a frequency distribution of the raw scores in each method along with a total of the scores in each frequency interval. Only the scores of the pupils who actually became subjects in the study (those whose raw scores was a total of 65 or below on the Metropolitan Tests) are included.

TABLE 5

METROPOLITAN ACHIEVEMENT TESTS, PRIMARY I BATTERY, FORM B FREQUENCY DISTRIBUTIONS OF RAW SCORES OF SECOND GRADE RESEARCH PUPILS BY METHOD INCLUDING THE TOTAL NUMBER OF SUBJECTS WHO SCORED IN EACH INTERVAL, SEPTEMBER, 1965

Raw Score Interval	METHOD				
	BR	BRIT	SBRIT C*	SBRIT E**	Total Score Distribution
56-65	21	31	13	9	74
46-55	28	22	9	9	68
36-45	13	11	7	11	42
26-35	4	3	5	4	16
16-25	0	1	1	1	3
6-15	0	0	0	0	0
1-5	0	0	0	0	0
Total in Each Method	66	68	35	34	203

C = control

E = experimental

Mean scores for each method group may be found in Table 6. The range of the mean composite raw scores of the three subtests administered ("Word Knowledge," "Word Discrimination," and "Reading Comprehension") was 15-65 with 50 as the mean score of the total research population.

TABLE 6

MEAN SCORE BY METHOD
AND
MEAN SCORE AND RANGE FOR TOTAL SAMPLE ON CONTROL VARIABLES

Method	Control Variable Mean Scores*			
	N	Lorge-Thorndike Intelligence	Metropolitan Achievement	Teacher Quality Index
I (BR)	66	104	50	6
II (BRIT)	68	107	52	7
III (SBRIT-C)	35	102	49	6
III (SBRIT-E)	34	108	48	6
Total Sample	203	105	50	6
Range of Sample		80-130	15-65	2-10

*Scores rounded

Lorge-Thorndike Intelligence Tests, Level I, Form A, Primary Battery. The results of the Lorge-Thorndike group intelligence testing carried out in mid-September of 1965 are reported according to frequency distribution by method in Table 7. The mean scores for each method group and for the total sample may be found in Table 6. The overall mean was 105 with a range of 80-130.

TABLE 7

LORGE-THORNDIKE INTELLIGENCE TEST, LEVEL I, FORM A, PRIMARY BATTERY FREQUENCY DISTRIBUTIONS OF RAW SCORES OF SECOND GRADE RESEARCH PUPILS BY METHOD INCLUDING THE TOTAL NUMBER OF SUBJECTS WHO SCORED IN EACH CATEGORY, SEPTEMBER, 1965

Intelligence Category	BR	BRIT	SBRIT		Total
			C	E	
130 + Very Superior	2	2	0	1	5
120 - 129 Superior	3	11	3	9	26
110 - 119 Above Average	14	15	6	7	42
90 - 109 Average	42	36	22	16	116
80 - 89 Slow Learner	5	4	4	1	14
N	66	68	35	34	203

Special Tests to SBRIT-E Pupils Only. The results of the tests which were administered by the special teachers during the week of October 4-8 to the 35 SBRIT-E pupils were as follows:

1. Durrell Analysis of Reading Difficulty

a. Oral Reading

As shown in Table 8 , over half of the group (21) scored below the level of the Durrell listed norms or at a low first grade level on this timed test. Pupil performance revealed frequent substitutions of words and need for assistance on unknown words. The substitution errors seemed to indicate context awareness rather than reflecting phonic sensitivity. Although reversal errors were not common, the following errors were noted: was for saw, no for on, and confusion with p, b, and d in the initial position. Word-by-word reading, incorrect phrasing and lack of expression were also noted. Material read at the first and second grade levels of difficulty presented no comprehension problems.

b. Silent Reading

Three-fifths of the group scored below the first grade norms as shown in Table 8 . Those pupils who read the entire selection requested considerable teacher aid on unknown words. It was evident during questioning following silent reading that many had not read the paragraph at the first grade level. The rate of reading was considerably slower and comprehension poorer than that established on the oral reading subtest.

IMPLICATION: Exploration needs to be given to techniques of teaching silent reading to this type of reader in which comprehension is the prime concern, and also that the pupil be led to feel responsibility for the actual reading of the material.

c. Listening Comprehension

Pupil performance on the listening comprehension test was found to be second grade level or above for all but three of the pupils as indicated in Table 8. It should be noted that one of the special teachers administered the second grade "Listening" subtest to all of her pupils. If the pupil was successful at this level, she did not always continue the testing upwards. If unsuccessful, the pupil was tested at the first grade level. Thus, Table 8 does not reflect a true picture of all SBRIT-E pupils' listening ability.

IMPLICATION: Apparently the listening comprehension of these pupils exceeded their silent and oral reading comprehension. From this, one might infer that these particular pupils were not lacking in comprehensive ability, i.e., intelligence was not the critical factor in their reading performance. This evidence would seem to give added importance to developing the ability to effectively comprehend material read both silently and orally.

#9

TABLE 8

DISTRIBUTION BY GRADE LEVEL OF SUBTEST SCORES ON DURRELL ANALYSIS OF READING DIFFICULTY

Subtests	Below First Grade Norms	GRADE LEVEL							
		1			2			3	4
		1L	1M	1H	2L	2M	2H	3M	4M
Oral Reading	10	11	6	6	2				
Silent Reading	21	6	3	2	3				
Listening			3			20		10	2
Word Recognition	2	10	17	6					
Word Analysis	2	15	18						
Spelling	35								

d. Word Recognition and Word Analysis

The average number of words pronounced correctly when Lists A and (if the pupil was capable) B were flashed (Word Recognition), was 11 of a possible total of 40, although only 20 pupils actually qualified to try recognition of List B.[1]

According to Durrell listed norms, this is almost a middle first grade rating.[2]

When allowed time to analyze unknown words (Word Analysis), over half of the group either failed to pronounce any additional words correctly or were able to pronounce only one more word. This performance would again yield an average grade level equivalency of between low and middle first grade.

IMPLICATION: Although relatively higher than the silent and oral reading average scores, the results of these tests still indicate need for reinforcement of both word recognition (sight vocabulary) and word analysis skills, for without the aid of context clues it appears that these children have little ability in applying phonetic principles.

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[1] The directions for administering this section of the test stipulate that testing be continued until a total of seven errors are made. Although Lists A and B involve a total of 40 words, only 1 pupil was able to complete both lists.

[2] Twelve correct recognitions gives a middle first grade rating.

e. Naming Letters

When 28 capital letters (A and C duplicated) were presented, the range of naming errors was from 0 to 14 with a mean of 2.2 and a median at 1.5. For the 28 lower case letters (a and g duplicated) the range was 0 to 19 with a mean of 3.3 and the median at 2.5.

The most frequent errors when naming small letters were b, d, i, and q. Q was missed most often when naming capital letters.

IMPLICATIONS: It would perhaps seem advisable to provide instructional time for learning the letter names as needed by the individual pupil as it can be seen that although the range is broad, the median number of errors is relatively small and perhaps no specific scheduling of time would be needed for reinforcing this ability with most pupils.

f. Spelling

Based on a total of 10 words, only three words (run, work, and look) were spelled correctly by more than five pupils. The most words spelled correctly was four. Approximately 70 percent of the pupils were able to correctly supply the beginning letters of six or more words. Reversals of the letters b and d were most frequent (7 reversals of the letter b; 4 reversals of the letter d). Examination of whole words revealed that reversals had occurred twice in the same word, look.

IMPLICATION: The inability to correctly translate sounds into its written counterpart in the medial and ending positions in words might suggest the need of both auditory and written practice in sound-to-letter association. (Since much of the first grade work was with both auditory and visual recognition of beginning consonants, it is not surprising that correct identification of the letter representation for the beginning sound of a word was noted.)

2. The McKee Inventory of Phonetic Skill, Test One (Sound-to-Letter)

Half of the group missed four or less of the items on the 20-item subtest involving initial single consonant sounds and digraphs. Of the twelve final consonant sounds tested, about half of the pupils (16) missed more than six. Although there were only four items testing structural elements (ed representing three sounds, t, d, ed; and ing), over half of the group missed two or more.

IMPLICATIONS: These results would seem to indicate need of more practice with final consonants and the structural elements tested.

3. Botel Reading Inventory (Sound-to-Letter)

This test differs from the McKee Inventory in that it demands an ability to reproduce the letters (recall) whereas the McKee Inventory demands that the pupil choose the proper symbol (recognition) from several given. On Level A (beginning consonants), [illegible] of the

35 pupils were unable, when words were read, to supply y as the proper written symbol. Between 13 and 22 pupils, between 33 and and 66 percent of the pupils, had difficulty in supplying the letters: h, g, s, v, z, n, l, r, m. Between 3 and 11 pupils, about one-third of the pupils, had difficulty in supplying the letters: f, d, j, k-c, w, b, t, p.[1]

IMPLICATION: Since this is essentially a spelling situation, i.e., the pupil hears a word and is to write the letter which represents the beginning sound, the implication might be that specific training in this skill should be included in the instruction, although the more reading-oriented skill of seeing a letter and giving its corresponding sound would seem to relate more nearly to actual reading performance.

4. Vocabulary (Ginn-Dolch)

Pupil recognition of the Dolch words which appear at the pre-primer and primer levels of the Ginn readers were checked as part of the individual diagnostic program. At the pre-primer level what, want, have, help, and funny were missed most often. The other words were missed by less than a fourth of the pupils. Thank, they, where, came, take, know, has, with, call, white, and went presented the most difficulty at the primer level. Less than half of the group made errors on the remaining 37 words. However, this does not reflect a true picture of pupil ability in this area as there were exceptions in administration with both teachers.

IMPLICATIONS: It would seem that effective instruction should include reinforcement of those words which the individual pupil most needs plus special attention to such obviously troublesome words as those listed above. Possibly words missed by less than a fourth of the pupils should be handled on an individual basis.

5. Wepman Auditory Discrimination Test

Those pupils who made more than four errors when given the Wepman test in first grade or those who had not been tested in first grade, were given the Wepman Auditory Discrimination Test during the initial diagnosis in October. Of the 29 pupils tested, five who were tested again made more than four errors and five who had not been given the test previously missed more than four.

IMPLICATIONS: Apparent progress during the first grade experience would seem to indicate that not all pupils would need the same emphasis on auditory training, at least with initial consonants. However, for the 10 pupils who made more than four errors, considerable practice perhaps would be needed.

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[1] The letters are listed in order of decreasing difficulty.

6. Writing the Alphabet

Only six pupils were able to write, from memory, the alphabet in correct sequence before individual instruction was begun in October. Eleven pupils (approximately one third of the group) couldn't write the letters in sequence beyond m. Sixteen of the pupils omitted one or more letters from the entire sequence, while 17 reversed one or more letters in writing with b, d, p, and z were reversed most often.

IMPLICATIONS: Insofar as the use of a picture dictionary is an intrinsic part of the work in the SBRIT method, further training should perhaps be given in gaining a knowledge of the proper sequence of the letters and a knowledge of the letter names.

7. Summary of Special Tests Administered to SBRIT-E Pupils Only in Octobe

In summary then, the beginning-of-the-year performance of at least half of the pupils who became subjects for the SBRIT-E special teachers, can be described as below first grade norms in silent and oral reading; as second grade or above in listening comprehension; as between low and middle first grade level in word recognition and word analysis skills; as capable of naming all but one of the capital letters and all but two of the lower case letters; and as having very little spelling skill other than the ability to supply the beginning letter.

Performance on the other beginning-of-the-year tests reveals that there was difficulty in accurately associating a sound to an appropriate letter in almost all of the beginning consonants but that this varies in intensity with the individual with over 86 percent of the pupils having difficulty in supplying y, and less than 33 percent having difficulty with f, d, j, k-c, w, b, t, p. Final consonants present more difficulty for these pupils than beginning consonants and reinforcement was needed with the structural elements ed (representing three sounds, ed, t, d) and ing.

There was most difficulty in recognizing by sight the words what, want, have, help, and funny at the pre-primer level of vocabulary and in recognizing thank, they, where, came, take, know, has, with, call, white, and went at the primer level.

The pupils apparently made progress during the first grade experience in auditory discrimination because only in isolated instances was specific training in discriminating between similar sounds needed.

In general, these pupils were not able to write the alphabet from memory.

Midyear Tests Administered to SBRIT-E Pupils Only

The following tests, administered by the special reading teachers at approximately midyear to the SBRIT-E pupils only, were given to assess progress and diagnose further needs.

1. Vocabulary

At midyear, pupil recognition of the pre-primer, primer, and first reader Ginn-Dolch vocabulary was checked. The following words were the most frequently missed by pupils at this time:

pre-primer: what and want
primer: came, now, ran, where, they, and thank
first reader: never, better, were, think, could

The two pre-primer words, what and want, and three of the six primer words, where, they, and thank were also reported as causing difficulty in the beginning of the year testing. Although many of the same words which caused difficulty at the beginning of the year continue to do so now, the frequency of error on these words has decreased by 50 percent at this time.

IMPLICATION: Such marked improvement implies that it is possible for these low group pupils to master words so that they become a part of their so-called "sight" vocabulary, but these results also show that in order to achieve mastery of such non-picture words as what and want, and where, they, and thank, particular attention will need to be given to the discrimination of the details for such similarly appearing words as what and want.

2. Writing the Alphabet

Twenty-eight of the 35 pupils wrote the letters of the alphabet in correct sequence at the January testing. (Six of the 35 pupils had successfully performed this task in the beginning of the year testing.)

IMPLICATION: The implication from this growth might be that these low group pupils can be taught the alphabet, which is useful in the many learning activities involving the picture dictionary.

3. Botel Reading Inventory

The administration of a revised version of the initial single consonant section of this test showed marked improvement on the part of the pupils from initial to midyear testing. The most frequent errors were again made on the letter y. However, the number of pupils missing y had decreased from 30 to 17 thus making almost a 50 percent increase in accuracy in this one letter.

The number of errors was also reduced to almost half for 15 of the 18 single consonants. The letters *w*, *j*, *n*, *l*, *g*, *s*, *v*, *h*, *z*, *k-c*, *m*, *d*, *r*, *b*, *t*, and *p* were missed by only the lower sixth of the total group, with six pupils missing *w* and one pupil missing *p*.

A revision of the consonant blends section of this test was administered at midyear. (This section had not been given in October.) Of the 20 blends, those presented the most difficulty were: *sc*, *sw*, *gl*, *cr*, *sn*, *fr*, and *dr*.

IMPLICATIONS: Occasional reinforcement is perhaps warranted for the beginning consonant, but at this point in training, greatest emphasis should be given to blends.

4. Summary of the Midyear Tests Administered to SBRIT-E Pupils.

A midyear summary of the progress of the SBRIT-E pupils would include the fact that mastery of both pre-primer and primer vocabulary had improved by 50 percent; that 76 percent of this group were now able to write the letters of the alphabet in correct sequence, whereas at the beginning of the year only 18 percent were able to correctly perform this task; and that ability to recognize and to associate a sound to an appropriate consonant letter in the initial position of a word had improved by over 50 percent. The pupils were tested by the special teachers for the first time on initial consonant blends and those blends which presented the most difficulty were: *sc*, *sw*, *gl*, *cr*, *sn*, *fr*, and *dr*.

End-of-year Tests Administered to SBRIT-E Pupils Only

1. Vocabulary

Pupil recognition of the Dolch words which appear in the Ginn readers were again checked with the addition of 48 words from the second reader (level one) at this third and final testing. A total of 176 words were tested. The following words were the most frequently missed but at this testing by only five to seven of the 34 pupils.

pre-primer: want
primer: thank, where, has, with
first reader: were, shall
second reader (level one): most

These few pre-primer and primer words have persisted as difficult ones for pupils since October; the two first reader words were among the difficult words in January. The number of pupils having difficulty with these words decreased at subsequent testings as presented in Table 9.

TABLE 9

GINN-DOLCH VOCABULARY TEST SUMMARY NUMBER AND PERCENT OF PUPILS MAKING COMMON ERRORS AT THREE TEST DATES

Words at Reading Level		TEST DATES	
	October	January	May
Pre-primer:			
what	23 (68%)	8 (23%)	3 (9%)
want	19 (56%)	9 (23%)	6 (18%)
have	13 (38%)	4 (11%)	0
help	13 (38%)	0	2 (6%)
funny	11 (32%)	0	0
Primer:			
thank	12 (75%)	6 (18%)	7 (21%)
they	11 (69%)	6 (18%)	0
where	11 (69%)	7 (21%)	6 (18%)
take	10 (63%)	5 (15%)	0
has	10 (63%)	5 (15%)	5 (15%)
with	10 (63%)	5 (15%)	6 (18%)
know	10 (63%)	4 (12%)	0
call	10 (63%)	0	0
First Reader:			
never	Not Tested	14 (61%)	4 (13%)
better		14 (61%)	4 (13%)
were		11 (47%)	7 (22%)
shall		11 (47%)	5 (15%)
think		10 (43%)	0

Note: Only the words which were missed by at least ten children at initial testing presentation are reported here. The number of children tested at each level varied from test date to test date. Usually between 32 to 35 children were tested; however, there were only 16 at the primer level in October, and 23 at the first reader level in January. Twenty-seven children were tested for Ginn-Dolch words in the second reader (level one) in May but no word was missed by ten or more children.

Number of different words tested:		
	Pre-primer	38
	Primer	47
	First Reader	43
	Two-one Reader	48
	Total:	176

TABLE 10

GINN-DOLCH VOCABULARY TEST SUMMARY
TOTAL NUMBER AND PERCENT OF ERRORS AT THREE TEST DATES

Level	Number of Words Tested	TEST DATES					
		October		January		May	
Pre-primer	38	196	(15%)	79	(6%)	30	(2%)
Primer	47	237	(32%)	130	(8%)	44	(3%)
First Reader	43	--	--	174	(18%)	89	(7%)
Second Reader (level one)	48	--	--	--	--	76	(6%)

Note: Percent of errors computed by multiplying number of words tested by number of children, dividing this total into the total number of errors at the testing period. Below are the numbers of subjects at various levels at test dates.

	October	January	May
Pre-primer	34	35	34
Primer	16	33	33
First Reader	--	23	32
Second Reader (level one)	--	--	27

In October, ten or more pupils had difficulty with 13 words; in January, with five words. In May, when the second reader (level one) words were added, none were difficult for ten or more pupils. Table presents the data which indicates the trend for the word recognition problem as each new basal reader is encountered.

IMPLICATIONS: As the pupils progress through the readers it may not be necessary to introduce every "new" word if pupils are given a preliminary vocabulary check. Pupils seem able to apply either word analysis or the word has become a part of the pupil's sight vocabulary through other avenues. Some words do persist as difficult, even several from the pre-primer level. Attention directed toward solving such handicaps seems needed.

2. Alphabet

There were seven pupils at the end of the instructional period who still could not write the letters of the alphabet in the correct sequence. However, they were able to name the letters in isolation. The most common errors made by these pupils were either the omission of x, u, or v or the reversal of these letters. Reversals in writing q and z were also noted.

3. Summary of Special Tests Administered to SBRIT-E Pupils In May

At the end of the year only two of the four special tests for the SBRIT-E group were readministered. Considerable further improvement in mastery of pre-primer, primer and first reader vocabulary was evident in comparison to midyear results. The vocabulary of the second reader (level one) caused little difficulty for these pupils. None of the words flashed were missed by more than seven pupils; only eight of these words were missed by as many as five pupils. Seventy-nine percent or 27 of the 34 pupils were able to write the letters of the alphabet in correct sequence. The latter finding indicates little improvement over midyear achievement.

Terminal Tests

Terminal testing as prescribed by the National Coordinating Committee took place in May, 1966, after 145 instructional days. The following tests,[1] were administered to all of the second grade subjects who were eligible to be included in the final analysis of data:[2]

Stanford Achievement Test, Primary I Battery, Form Y
    Word Reading
    Paragraph Meaning
    Vocabulary
    Spelling
    Word Study Skills

Gilmore Oral Reading Test, Form A
    Rate
    Accuracy
    Comprehension

Gates Word Pronunciation Test

Fry's Phonetically Regular Words Oral Reading Test

Handwriting
    Number of Words
    Number of Different Words
    Number of Correctly Spelled Words
    Number of Polysyllabic Words
    Mechanics Ratio (Accuracy of punctuation, capitalization and paragraph indentation)

Statistical Procedures. The 16 dependent variables listed in the preceding section were analyzed by methods of analysis of covariance using the following as control variables: Metropolitan Achievement Tests, Primary I Battery, Form B, total raw score (excluding Arithmetic); the Lorge-Thorndike Intelligence Tests, Form A, Primary I Battery; and the teacher quality index as determined by supervisory judgment. Analyses based on individual subject raw scores were run on all tests. Classroom subgroup scores (subgroup raw score means within a classroom) were used in a second analyses for each SAT subtest only. Since the results of the group score analysis were in general agreement with the individual analysis, the latter only are reported in this section. The statistical procedure for each analysis was to make an overall test of significance among the methods. If the overall difference was significant ($p<.10$) then the specific comparisons previously cited in the hypotheses were made between the method groups by the t-test. Table 11 presents the adjusted method means and the results of the F test for terminal measures. When t-tests were warranted, the results of comparisons between method means for a given test are then summarized in relation to the original hypothesis.[1]

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[1] See Chapter on PROCEDURE: TESTING for complete description of all tests and bibliographic data.

[2] See PROCEDURE: GENERAL for stipulations regarding inclusion in the study.

[illegible] #
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[1] For the various SAT subtests the means of the unadjusted grade equivalent scores at the time of final testing ranged from 2.2 to 2.5. The individual score range for all subtests was from 1.2 to 5.5 with the highest scores being found on the vocabulary and word-study skills subtests.

The grade equivalent mean of 2.3 achieved by these low group pupils is approximately five months below the expected achievement of 2.8 established by national norms. It should be noted that the figure 2.3 represents approximately a year's growth in the experience of these pupils. It should also perhaps be noted here that the range on the paragraph meaning subtest was from 1.4-4.0.

TABLE 11

ADJUSTED METHOD MEANS AND RESULTS OF THE F TESTS FOR TERMINAL MEASURES

Terminal Measure	METHOD				F Test
	BR	BRIT	SBRIT-C	SBRIT-E	
SAT: Word Reading	26.39	25.41	26.52	28.16	2.43*
SAT: Paragraph Meaning	27.38	26.89	26.75	28.23	.52
SAT: Vocabulary	25.80	25.84	25.46	26.15	.12
SAT: Spelling	16.13	15.44	16.36	16.17	.03
SAT: Word Study Skills	40.16	39.56	40.67	43.04	2.45*
SAT: Arithmetic	44.22	44.24	44.78	45.96	.33
GILMORE: Accuracy	2.76	2.79	2.71	2.53	1.17
GILMORE: Rate	85.01	76.37	80.55	74.80	2.35*
GILMORE: Comprehension	3.00	3.05	3.16	3.00	.19
GATES: Wd. Pronunciation Test	18.46	16.54	18.07	18.31	2.42*
FRY: Phonetically Reg. Words (Oral Reading Test)	13.84	10.83	14.21	15.44	3.06*

* = $p<.10$ (df=3, 199)

Results of Comparisons Between Method Means Summarized in Relation to Original Hypotheses

1. In answer to the hypothesis that ". . .the adjusted group means of the SBRIT-E pupils would be higher than the adjusted group means of the BR pupils, the BRIT pupils, or the SBRIT-C pupils on the end-of-year reading measures." the hypothesis was partially supported in the following instances:

Stanford Achievement Test: Word Reading. Reliable differences were found among the method means. T tests between the means partially supported the hypothesis in that SBRIT-E was significantly higher than BR and BRIT. Although SBRIT-E and SBRIT-C did not differ significantly, the observed difference was in the predicted direction.

Stanford Achievement Test: Word Study Skills. Reliable differences were found among the method means. T tests between the means partially supported the hypothesis in that SBRIT-E was significantly higher than BR and BRIT. Although SBRIT-E and SBRIT-C did not differ significantly, the observed difference was in the predicted direction.

Stanford Achievement Test: Paragraph Meaning. There were no reliable differences among the method means. However, the differences were in the direction predicted.

Fry Phonetically Regular Words. The trend was in the direction indicated by the hypothesis. The only reliable difference was between SBRIT-E and BRIT.

Gates Word Recognition. The only difference predicted by the hypothesis was found in the significantly better performance of SBRIT-E when compared to BRIT.

In only one instance did any method prove superior to the SBRIT-E's. On the Gilmore Rate the BR method was significantly superior to the SBRIT-E method.

2. In answer to the hypothesis that, "Those low group pupils who in second grade would be taught reading by lessons especially designed for the low group pupil (SBRIT-C) would score higher on the end-of-year reading measures than those pupils who would receive the typical regularly planned basal instruction (BRIT)." it should be noted that the hypothesis was confirmed on both the Gates and the Fry tests.

3. In answer to the hypothesis that, "Those low group pupils whose teachers would have regular in-service training (BRIT) would score higher on the end-of-year reading measures than those groups whose teachers would not have such training (BR)." it should be noted that the results were in the opposite direction from the hypothesis on three of the tests, namely the Gilmore rate, Gates Word Recognition, and Fry Phonetically Regular Words.

4. A discussion centering around hypothesis number four, "Those groups in the second grade study which completed more of the basic reading material would score higher than those groups which completed less of the material, regardless of method." follows.

Pacing

Because wide end-of-the-year differences existed in the amount of basal reader material covered among the 30 classroom groups involved in this study, an attempt was made to see if there was any relationship between reading achievement and amount of basal reader material covered. At the completion of the study, the 30 classroom groups were ranked according to the amount of material covered in the second reader, level one basal reader, We Are Neighbors. Breaking points were arbitrarily set so as to have four groups with approximately the same number of classroom groups, which covered relatively different amounts of material.

The SAT subtest Paragraph Meaning was selected as the measure of reading achievement. The obtained mean, determined for each individual classroom group, was used as the dependent variable. The Metropolitan Achievement Test, Primary I, pupil score, the Lorge-Thorndike pupil score, and the Teacher Quality Index were selected as the independent variables with the results analyzed by methods of covariance. As stated in the fourth hypothesis, it was expected that those groups having finished the greater portion of the 2^1 level would score higher than those groups that had completed the least amount of basal reader material. However, a statistical test showed no differences. It appears, therefore, that as a single factor, the quantity of basal reader material covered, which in this second grade low reading groups spanned from the end of the pre-primer into or through the second reader (level one) had no consistent effect on the results in reading achievement as measured by the SAT, Paragraph Meaning subtest.

These results seem to imply that there are other factors that have a more distinct bearing on reading achievement of low reading groups than instructional pacing. Because so little evidence has been accumulated on this problem, the data used in this analysis is presented in Table 16, Appendix E.

Table

Table 12 presents the findings from the handwriting sample measures for the method groups. F tests among the means were not significant for any of the comparisons.

TABLE 12

METHOD MEANS AND STANDARD DEVIATIONS
FOR HANDWRITING SAMPLE MEASURES
MAY, 1966

Measure	METHODS			
	BR	BRIT	SBRIT	
			C	E
N	67	68	38	33
Number of Running Words	*43.66 **26.45	*50.16 **23.76	*38.24 **15.42	*38.73 **25.07
Number of Different Words	*27.28 **13.08	*28.54 **11.90	*23.03 ** 8.27	*23.73 **12.84
Number of Correctly Spelled Words	*33.96 **21.69	*39.82 **20.89	*30.95 **13.49	*31.24 **22.22
Number of Polysyllabic Words	* 7.69 ** 5.53	* 8.59 ** 5.48	* 8.11 ** 4.42	* 6.85 ** 4.21
Mechanics Ratio	*67.81 **23.26	*67.69 **23.79	*67.66 **26.08	*71.52 **21.15

*Means
**Standard Deviation
***Accuracy of punctuation, capitalization and paragraph indentation.

Subjective Findings

Reactions to Group Testing

Because of a widespread concensus that pupils were subjected to too heavy a testing schedule at the beginning of the year for the previous Cedar Rapids study (1964), a limitation on beginning of the year tests was planned in this study to avoid initial negative attitudes toward the research program. The purpose and procedures of testing were explained to teachers during the in-service training meetings. In general, testing was better understood and accepted during the present 1965-66 study. The testing was also more acceptable because the children were older and more experienced, being able to read and handle test materials more adequately.

From observations of group administrations by classroom teachers pacing variations by different teachers and minor modifications of directions by several teachers were discovered. As expected, a few pupils had problems in keeping the place and in following directions. Some attempts at copying had to be discouraged and a definite tendency to rush through material was noticed. There was a marked observable tendency for those pupils who finished before the time limit, especially boys, to become restless in waiting for time to be called.

Teachers reported that a few items in the Stanford Achievement Word Reading Test seemed too abstract or unfamiliar for these pupils.

With regard to the special tests administered to the SBRIT-E pupils only, the classroom teachers for these pupils appreciated receiving the diagnostic information about each pupil from the special reading teachers who had administered the battery of tests individually.

Reactions to Methods and Materials

The data for this section was obtained from questionnaires with an open-ended format which were completed by the 30 classroom teachers at the final in-service training meeting for each method. A sample of these questionnaires may be found in Appendix C.

Eight teachers believed that in directed reading instruction two components of the reading process, comprehension and decoding, should be emphasized. Twenty of the 30 teachers felt that beginning reading should emphasize "reading for meaning" rather than decoding skills but 17 of the 30 felt that they were more capable at teaching decoding or recognition skills. Six teachers were unable to decide which component they handled best.

Seventeen teachers reported positive comments from parents about methods and materials used; seven received negative comments and six had found it necessary to handle parent apprehension about the research program.

Twenty-four teachers felt the content of the stories in the reading series used in this study was up-to-date with high interest for these low reading group pupils. Seven added that the vocabulary seemed easier and the flow of words, or sentence structure, more natural in these readers than in basal series which would ordinarily be used by these pupils.

Fourteen of the 20 teachers[1] who used the regular manual of the basal series liked the manuals because they offered many suggestions for teacher-directed reading activities but six teachers indicated frustration because too many suggestions were offered for each lesson. Four teachers appreciated the marginal notes in the manual which stated the purpose of the procedure or activity; one teacher commented that the guided reading section of the lesson was a particular strength of the manual.

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[1] Ten of the original 30 teachers used a specially developed manual for each reader level.

The general criticism from the BR and BRIT teachers was that the basal series being used by the low reading group pupils introduced fewer phonic elements by the end of the second reader, level one, and provided fewer exercises or less concentrated practice exercises than the other series being used in the classroom by the other reading groups. There was concern about research pupils moving on into a higher group using the latter mentioned series.

The SBRIT teachers used special lessons for developing phonic skills and felt that the SBRIT pupils reacted favorably to the letter-sound association lessons. Based upon teacher observation the letter-sound association knowledge seemed to carry over to spelling and creative writing periods. Teachers reported that the SBRIT pupils liked to express themselves in writing and by drawings as well as orally.

Fifteen of the 30 teachers felt that more supplementary books were needed in the classroom.

Many miscellaneous items (equipment or materials) were desired by these 30 teachers with commercial sets of flash cards and word or sound charts requested by at least four teachers. More than 15 other items were mentioned but tabulation indicated that not more than two teachers requested any one of these other items.

Fifteen of the teachers suggested that the use of a different basal series for the low group from that used by the other pupils in the classroom be continued in future years so the pupils would have new materials at the appropriate reading level. This would support the findings of the Canan study. Three teachers also asked for a special basal reader series or other special materials for the fastest moving reading group.

Twenty-one teachers felt that they could teach reading better if they had more time to plan lessons and to prepare lesson aids. Ten teachers said that more training in special techniques and information about up-to-date reading research findings would make them more effective reading teachers.

Twenty-five of the teachers would be willing to participate in further research in reading. Four were apprehensive about further participation because of the paperwork and deadlines essential in research studies, and one indicated that she would not be teaching primary next year.

Reactions of Special Reading Teachers

The following recommendations made by the special teachers of reading at the close of the study might ensure an even more successful program for others conducting such studies in the future.

Scheduling.

1. No more than four (and preferably only two) schools should be scheduled daily. In this way travel time can be saved and more time can be scheduled for individual or small group instruction or teacher preparation and evaluation.
2. Each special teacher should teach in no more than four schools during the year.
3. Daily individual or small group instruction should be given by the special teachers in order to expect realistic gains.
4. Scheduling should be rotated during the year so that each school is not scheduled for the same hour of the day all year.

Pupil Selection.

1. Classroom teacher recommendations should be considered in the selection of pupils for special instruction.
2. Children who are to receive special instruction should be identified as soon as possible after testing is completed.

Conferences.

1. Parents should have the option of conferences with the special teachers at any time during the year.
2. At least four conferences should be scheduled between the classroom teacher and the special teacher during the year.

Miscellaneous.

1. Special teacher-constructed games and exercises should be sent home with those pupils who wish to make use of them.
2. More guidance should be given by the research coordinators to those providing special instruction.
3. Storage provisions should be set aside in each school for the special teachers.

Awareness of Other Factors that Might Influence Pupil Behavior

This data was also obtained from evaluation forms completed by the research teachers at the last in-service training meeting. A sample of these forms appears in Appendix C.

All except twelve of the 203 children seemed to have at least one disturbing factor in their life situation that seemed to interfere with performance in school. Thirty-four of the children, however, were judged to have as many as four or five detrimental influences.

It must be noted that an open-ended evaluation form was provided. Thus, only factors recalled by the teachers were reported; no recognition clues or check list items were offered by this format. A difference in teacher attitude (optimistic versus pessimistic) was free to operate as well as tendencies to be fluent or sparing when making written reports.

Three teachers had two or three low reading pupils without any recognized detrimental factors. In contrast, eight different teachers had two or three pupils with four or five detrimental factors.

Table 13 presents the factors named most frequently by classroom teachers as influencing the behavior of these low reading group pupils.

TABLE 13

NON-SCHOOL FACTORS NAMED BY CLASSROOM TEACHERS AS INFLUENTIAL UPON SCHOOL BEHAVIOR OF LOW READING GROUP PUPILS

Physical Problems		Personal Problems[2]		Home Problems	
Very small[1]	21	Immature[3]	25	Working mother	25
Speech	18	Shy, quiet	19	Broken family	23
Very large[1]	17	Restless	13	Unkempt children	19
Aches, illness	13	Short attention	10	Overprotected	15
Very slow	13	Cries easily	9	Large families	11
Very active	13	Seeks attention	9	New baby	10
Eye disorders	13	Temper outburst	8	Low income	8
Nervous	7	Aggressive	7	Twin rival	8
Hearing loss	6	Lazy	5	Retarded Sibling(s)[4]	6
Frail, tired	6	Day dreamer	5	Hospitalized parent	6
Poor coordination	5	Stubborn	4	Slow-learning sib(s)[4]	5
Overweight	4	Dishonest	3	Behavior problem sibling(s)	4
Enuresis	4	Defensive	3	Bilingual	4
Racial features	4	Defies Discipline	2		
Skin eruptions	2	Too independent	2		
		Assertive	2		
		Likes to tease	2		
		Tomboy	2		
		Too sociable	2		
Totals:	146		130		144

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[1] Problems of physical size, too large or too small, were most common with a total of 38 children so handicapped; the problem is not size itself but the sensitivity and teasing that seems to accompany this condition.

[2] Many of the personal problems might be clustered but are reported as named by the teachers.

[3] The term "immature" was not defined and probably meant different behaviors to different teachers.

[4] Sibling competition or reputations were relevant to 23 of the children, i.e., they had older siblings who did very poorly or a twin who was a better achiever.

CONCLUSIONS AND IMPLICATIONS

This report is the result of a 145 instructional-day study conducted in 30 of the 75 second grade classrooms of the Cedar Rapids, Iowa, Public Schools during the 1965-66 school year. The study was one of 13 sponsored by the Cooperative Research Branch of the U.S.O.E. for which coordinated and cooperative efforts were made by the directors of the project to set up common measures and regulations.

Second grade pupils who received total Metropolitan Achievement reading subtest raw scores at or below 65 and who had a Lorge Thorndike Intelligence score of 80 or higher were eligible for this study. Each teacher in the study was observed regularly and rated independently by two members of the research staff. These ratings resulted in a Teacher Quality Index. Directed reading in the classroom was limited to 40 minutes per day, divided into a morning and an afternoon period.

Data on the 203 pupils remaining at the end of the study were analyzed to compare reading achievement realized in each of the following methods:

Method I: Basal Reader Using Both Text and Manual (BR)

A control group with ten low reading classroom groups (n of 66) which used the Ginn basal readers and teacher's manual.

Method II: Basal Reader Using Both Text and Manual, In-Service Training (BRIT)

Ten low reading classroom groups (n of 68) which used the same materials as above but in which the teachers participated in a series of nine half-day in-service training meetings concerned with the teaching of reading to these low reading group pupils.

Method III: Special Lessons, Basal Text, In-service Training (SBRIT)

This method, again comprised of ten low reading classroom groups, was subdivided into two groups designated SBRIT-C (control) and SBRIT-E (experimental). Both received nine half-day in-service training meetings concerned with teaching reading and with the use of lessons specially written to accompany the basal reader.

> These lessons were planned to include those factors considered to have merit from the first grade study;[1] especially the procedures, techniques, and materials designed to help a child accept the responsibility and provide the instructional reinforcement needed as a learner in the reading process. The only difference in the subgroups was that the SBRIT-E pupils (n of 34) received additional reading instruction in individual or small group sessions from special reading teachers outside of the classroom while the SBRIT-C pupils (n of 35) did not receive such special additional help.

The 16 dependent variables were raw scores from the following tests administered in May, 1966:

Stanford Achievement Word Reading Test
Stanford Achievement Paragraph Meaning Test
Stanford Achievement Vocabulary Test
Stanford Achievement Spelling Test
Stanford Achievement Word Study Skills Test
Stanford Achievement Arithmetic Test
Gilmore Oral Reading Accuracy
Gilmore Oral Reading Comprehension
Gilmore Oral Reading Rate
Gates Word Pronunciation Test
Fry's Phonetically-regular Words, Oral Reading Test
Handwriting sample (five different measures as designed for the
    Cooperative Research Projects)

Statistical analysis included F and t tests. A ten percent level of significance was established. Beginning of the year achievement, intelligence, and teacher quality were controlled variables in every statistical calculation.

The SBRIT-E pupils were also tested individually at the beginning of the year, at midyear and at the end of the year to obtain descriptive statistics about their strengths and weaknesses in skills associated with learning to read. Tests used with these pupils were: Durrell Analysis of Reading Difficulty, Botel Reading Inventory, McKee Inventory of Phonetic

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[1] U.S.O.E. Cooperative Research Project No. 2698 conducted in Cedar Rapids, Iowa, in 1964-65.

Skills, Ginn-Dolch Vocabulary Check, Wepman Auditory Discrimination Test, and an Alphabet Writing Test.

Four hypotheses were formulated to consider the effect of 1) the special reading teachers (SBRIT-E); 2) the special lessons (SBRIT-C); 3) in-service training (BRIT); and 4) instructional pacing.

A consideration of the results as they relate to each of the hypotheses follows.

HYPOTHESIS #1.

> The reading performance of those low group pupils who theoretically had every benefit in the study (their teachers used specially prepared lessons to accompany the basal readers and they had individual or small group instruction at least two times every week) would be higher than the reading performance of the methods which comprised all other low group pupils in the study. Thus, the reading performance of the SBRIT-E pupils would be higher than the reading performance of the BR pupils, the BRIT pupils, or the SBRIT-C pupils on the end-of-year reading measures.

General support for the hypothesis was found. This support was significant in several measures, namely, over all treatments on the SAT Word Reading and Word Study Skills subtests, and over the BRIT on the Gates Word Pronunciation Test. In other instances, the trend of the results was in the direction indicated by the hypothesis. Obviously, one of the first observations which might be made is that the SBRIT-E pupils should have scored higher. In all instances, they spent more time in directed reading activity than any of the other pupils, since one of the stipulations of the design was that the SBRIT-E pupils would receive a certain portion of individual or small group instruction in addition to their regular classroom instruction in reading.

However, there are perhaps other factors more important than time effecting these results.

1. The SBRIT-E pupils received the services of special reading teachers whose primary responsibility was the teaching of reading. Their professional training had been in the field of reading and therefore, it might be assumed that they were able to give a concentrated type of teaching in which the needs of individual pupils could be identified and met specifically through many different types of experiences, games, and devices. Such diagnostic teaching is often impossible for the regular classroom teacher upon whom so many different demands are placed.

2. In addition, there was perhaps an element of feedback for the classroom teachers from the special reading teachers which made for more perceptive teaching on the part of the classroom teacher.

3. The motivational aspects of individual or small group teaching in which attention can be centered and distractions minimized should not be overlooked, especially for the low group pupil for whom concentration is often a difficult task.

Considering that the teaching program for the special instruction was heavily weighted toward the development of the word recognition skills, the question might be asked, "What would have happened if the special reading teachers had placed as much or more concentration on comprehension and wide reading as they did on various phonic skills and word analysis reinforcement exercises?" Comprehension skills may have increased. However, had such a course been followed in this particular study, a dilution of the significant results which were obtained might have resulted. This possibility should be investigated.

HYPOTHESIS #2

> The low group pupils taught with specially prepared lessons to accompany the basal reader (SBRIT-C) would score higher on the end-of-year reading measures than those pupils who would receive the typical basal instruction (BRIT), when in-service meetings were common to both groups.

Although the results did not support the hypothesis _per se_, a curious paradox seems apparent in the overall statistical findings. SBRIT-E was significantly superior to BR and BRIT on the Stanford Achievement subtests "Word Reading" and "Word Study Skills." However, none of the methods, including SBRIT-E, was ever significantly superior to SBRIT-C. Thus, although the special teachers seemed to make the difference that produced superior results, the special lessons perhaps provided the base on which the individual or small group instruction thrived. A future investigation might examine the effect on reading achievement of both special lessons and special teachers separately as well as the interaction of these two variables as seen in this study.

HYPOTHESIS #3

> Those low group pupils whose teachers would have regular in-service training (BRIT) would score higher on the end-of-year reading measures than those groups whose teachers would not have such training (BR).

The results of the present study regarding in-service training did not support the hypothesis. There is no apparent explanation for these results. They do, however, seem consistent with previously reported research on in-service training by Heilman[1] and Morrill[2] and point to the need for further research in this area.

HYPOTHESIS #4

> Those groups in the second grade study which completed more of the basic reading material would score higher than those groups which completed less of the material, regardless of method.[3]

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[1] Arthur W. Heilman, "Effects of an Intensive In-service Program on Teacher's Classroom Behavior and Pupil's Reading Achievement", Penn.: The Pennsylvania State University, 1965. (Coop. Res. Proj. No. 2709)

[2] Katherine A. Morrill, "A Comparison of Two Methods of Reading Instruction," Conn.: University of Hartford, 1965. (Coop. Res. Proj. No. 2706)

[3] This fourth hypothesis has been included because of results obtained from USOE Project No. 2698 in which a special treatment of the pacing of the program by the teachers in groups who completed the maximum amount of first grade basal reading material as compared to those who completed only one half of the basal program showed significant differences in favor of those groups who completed the maximum amount.

The results of this study did not support the hypothesis for the low reading group pupils.

In addition to the objective results reported in this study, subjective findings from classroom observations and teacher comments were also reported.

From these findings the following observation might be made: It is possible to effect a positive attitude both toward and from low reading group children, many of whom come from a low socio-economic background. Such an attitude starts at the top. In the present investigation the program was supported by the school administration, through development of specific materials and by the use of special teachers to work with these children. The classroom teachers were made aware of these actions via the in-service training program. Observations suggested that a "point of view" was communicated to the teachers. Doing the best possible teaching job with these children had become the "thing" to do. It seems natural then to see this attitude finally reflected in the performance of pupils who, though spotted early as possible reading failures have, in second grade, demonstrated both enthusiasm and security in reading.

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APPENDIX

APPENDIX A

Terminal Tests

PHONETICALLY REGULAR WORDS ORAL READING TEST

1966 Version

Edward Fry, Rutgers University
New Brunswick, N. J.

Name ______________________ Date __________

School ______________________ Room ______ Code Number ________

Examiner ______________________ Number of words read correctly ________

1. nap
2. pen
3. hid
4. job
5. rug
6. shade
7. drive
8. joke
9. mule
10. plain
11. hay
12. keen
13. least
14. loan
15. slow
16. stalk
17. haul
18. jaw
19. soil
20. joy
21. frown
22. trout
23. term
24. curl
25. birch
26. rare
27. star
28. porch
29. smooth
30. shook
31. yoke
32. glory
33. shy
34. quaff
35. taught
36. bundle
37. nix
38. civic
39. Philip
40. preach
41. cracked
42. swish
43. frankfurter
44. twelfth
45. drowse

DIRECTIONS TO EXAMINER: Have pupil read words from one copy while you mark another copy. Do not give pupil a second chance, but accept immediate self-correction. Let every pupil try the whole first column. If he gets two words correct from word number six on, let him try the whole second column. If he gets three words correct, let him try the whole third column. Mark correct words C and incorrect words X.

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GATES WORD PRONUNCIATION TEST

1. so
2. we
3. as
4. go
5. the
6. not
7. how
8. may
9. king
10. here
11. grow
12. late
13. every
14. about
15. paper
16. blind
17. window
18. family
19. perhaps
20. plaster
21. passenger
22. wander
23. interest
24. chocolate
25. dispute
26. portion
27. conductor
28. brightness
29. intelligent
30. construct
31. position
32. profitable
33. irregular
34. schoolmaster
35. lamentation
36. community
37. satisfactory
38. illustrious
39. superstition
40. affectionate

DIRECTIONS: Have the child read the words out loud. Tell him you would like him to read some words for you. If he fails the first time, ask him to try the word again. Continue until ten consecutive words have been missed. As the words become difficult, special care should be taken to encourage the child. The score is one point for each word correctly pronounced on the first trial, one-half point for each word correctly pronounced on the second trial. (Note: 9-1/2 correct would be scored as 10.)

Motivational Story Used in Obtaining End-of-Year Writing Samples

Hoppy was the most unusual frog that ever lived in Blue Swamp. Hoppy was different because of his color. All of the other frogs had brown skin, but not Hoppy. No, sir, he was a purple frog. He was different, too, because he never worried about anything. Life for Hoppy was just fun, fun, fun. But the thing that really made him different was that he turned somersaults instead of hopping and jumping as the other frogs did. This made the other frogs jealous, but Hoppy did not care. He was having fun.

One day, Hoppy was hopping and somersaulting along, having fun as he always did, when he saw Racky, the raccoon, hiding up in a tree.

"Hey, Racky," Hoppy shouted, "what are you doing up in the tree? Why don't you come down and have some fun with me?"

"Oh, no," said Racky, "Willie Crocodile is looking for his supper and I'm staying right here until it's safe to come down."

"Suit yourself," said Hoppy as he hopped along.

Soon he saw Brownie, the mouse, digging a hole in the ground.

"Hey, Brownie," yelled Hoppy, "how come you are digging that hole? Why don't you stop a while and play with me."

"No, sir," replied Brownie, "Willie Crocodile is looking for his supper, and I'm going to hide until it's safe to come out again."

"Well, suit yourself," said Hoppy, as he hopped along.

By and by, Hoppy met Mr. Owl. He was perched on a limb just above Hoppy's head.

"Oh, no," said Mr. Owl, "it's not safe to be funnin', especially when Willie Crocodile is looking for his supper. You'd better find a place to hide."

"Well, maybe so," replied Hoppy, "but I don't have time to hide, not when I can have fun instead." And he hopped along.

By now Hoppy was feeling real happy. He was jumping higher and higher as he went along. He jumped and turned over and over. Wheee! He was having fun.

In his excitement, Hoppy didn't notice that Blue Swamp had become very quiet. It wasn't until he stopped to catch his breath that he noticed how quiet things really were. Not even the leaves stirred. He didn't know what to make of it.

Motivational Story Used in Obtaining End-of-Year Writing Samples, cont'd.

Suddenly the silence was broken by a squeaking sound. It was Brownie running along side him. All he kept saying was, "Run for your life, Hoppy! Run!" Then Brownie scurried as fast as he could back to his hole in the ground.

Racky, the raccoon, peeped out through the leaves of the tree he was hiding in. "Yes, yes, you'd better hurry, Hoppy."

"Hoot, hoot!" cried Mr. Owl. "Go, Hoppy, Go, before it's too late."

APPENDIX B

Representative Lesson Plans

Lessons Representative of Procedure Used in SBRIT Method

LETTER AND THEIR SOUNDS

2 -- Development of key word line

20 -- Construction of blend bulletin board[1]

23 -- Comparison of sounds represented by consonants (f and v)

35 -- Study of initial, medial, and final consonants (s and r)

(See introductory short a vowel presentations in Procedure: Instructional: SBRIT)

UNDER THE APPLE TREE

7 -- Using a specially written story for the introduction of new vocabulary[1]
(Taught prior to the reading of "Something New," pp. 42-46)

27 -- Example of the story-telling technique[1]
("Flip and the Boat," pp. 104-108)

ON CHERRY STREET

1 -- Becoming acquainted with a new book
(Used as an introduction to On Cherry Street)

4 -- Word Study
(Taught prior to the reading of "The Birthday Chair," pp. 11-14)

40 -- Introduction of a unit
(Taught as an introduction to Unit IV, Story Time, pp. 83-116)

81 -- Reading a story
("A Funny Party," pp. 167-170)

WE ARE NEIGHBORS

3 -- Developing story sequence
("Good Neighbors," pp. 8-13; "Just Like New," pp. 14-19)

23 -- Vocabulary review
(Culmination of Unit II, Animal Neighbors, pp. 43-82)

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[1] Referred to specifically in various sections.

Representative Lessons (SBRIT): Letters and Their Sounds (Special Program)

Lesson 2: Developing a key word line to assist in the use of the alphabetic principle

Materials Needed:

1. The previously prepared letter cards (6"X6") for Bb, Cc, Dd, Ff, and Gg
2. Five squares of manila drawing paper, 6"X6"
3. Chalkboard, chalk
4. 1 copy of On Cherry Street
*5. Copies of the independent study sheet

Before class:

Tape or pin temporarily in the place designated the 6" X 6" cards for the key word line. Then remove the cards for b, c, d, f, g, and tape to the chalkboard. Print words under each, as follows:

Bb	Cc	Dd	Ff	Gg
back	can	did	farm	go
bang	called	dinner	fish	get
bird	cold	do	fun	gobble
bump	cowboy	duck	funny	goat
back	cannot	Dick	found	give
bag				
button				
bus				

(The words below the lines will be added later in the lesson. Do not write them at this time.)

Purposes:

1. Auditory discrimination
2. Visual perception
3. Letter-sound association

Assembling the group:

Write on the chalkboard:

Come! Come!
Come and have fun.
It is work, but it is fun!

*Provided in this lesson.

Have the sentences read. Direct attention to the cards for the key word line, and to the fact that five of them have been removed from their regular places and will be used in this lesson. Let the children see if they can name the missing letters.

Procedure:

Recalling sequence of alphabet

Recall the concepts developed in the previous lesson, emphasizing the importance of arranging words alphabetically in certain situations.

Recalling term "vowel"

Direct attention to the cards taped to the chalkboard. It is to be expected that the pupils will question the absence of a and e. Have them recall the key word line they made in first grade. At that time the term vowel was introduced, and it was established:

1. that the sound-letter association for the vowels is irregular
2. that this type of letter is more often found within a word
3. that every word has one of these letters in it
4. that we will learn ways for telling what sound to give this type of letter.

Explain that work with the vowels will come later. The colored squares will be inserted in the line only for the purpose of place-holders at this time.

Examining cards and words

Have the pupils examine the card for Bb and the words beneath it. Elicit that each word begins with b, and that the sound which the letter b represents can be heard at the beginning of each. Have the words read.

Continue this procedure with each of the other cards. Be sure the words are carefully pronounced and that the sounds of the initial consonants are heard.

Showing ON CHERRY STREET

Show a copy of On Cherry Street, opening it so that the pupils can see a few of the pictures of Tom, Betty, and Susan. Further explain that although there will be many new words to read, they probably can already read some of them, for the beginning letter is a fine clue in learning new words.

Learning new words through a story

Explain that you will read a story to the children, pausing from time to time, so the children can supply words. The words will be new words which will appear in On Cherry Street. Some of the words will begin with b, and will be listed beneath the line in the Bb column. Subsequent words will begin with c, d, etc. Each time you pause in the story, write the word to be supplied in the proper column. The children should then figure out the word from the oral context clue and the letter-sound association of the first letter.

Use the following story:

> Betty and Tom were ready to go to school one day. Betty was very excited because she was planning to read from her new (book). She carried her new book in a (bag). It was a cold day, and Tom and Betty knew they should button their coats. Betty had some trouble getting her coat buttoned. The top button was too large for the buttonhole. She said, "Tom, will you please help me with this (button)?" And he did.
>
> Tom and Betty walked to school, but some children rode on the school (bus).
>
> Tom and Betty can go to school. But Susan (cannot) go to school.
>
> Tom met a new friend at school. His name is (Dick).
>
> Before the bell rang, Tom lost his lunch money. But Dick (found) it for him. He said, "Tom, I found your money! Here, I will (give) it to you."
>
> Note: The remainder of the story will be read, but will not introduce new words at this time. The story will be re-used in the next lesson.
>
> Tom was happy to have his money back again. He told Dick, "Thank you."
>
> Dick said, "That's O.K., Tom. I just happened to look down, and there it was."
>
> Tom said, "Let's go and find Betty. Let's tell her I lost my money and you found it."
>
> The boys found Betty and told her. Betty laughed. She said, "That's funny, Tom. It's very, very funny -- because you lost something else, too. Look on your hands. You have only one mitten!"
>
> "Oh-oh," said Tom. "We'd better look for it. If we don't find it, I'll tell Miss Hill. Maybe she can ask the man who puts up the flag if he found it."

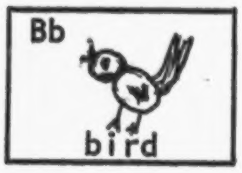
> But Tom didn't have to look very far, for he discovered that he had put the mitten in his pocket. And he discovered it just in time, too, for the bell rang, and it was time for the children to go into the schoolhouse.
>
> "I'll see you at recess time," said Tom as he went into his room.

At the end of the story, give the children an opportunity to discuss how they figured out each word. Place emphasis upon the value of the letter-sound clue.

Selecting words for key word line

From each list of words, let the children decide upon a word to be used for the key word line. Help them to understand that it must be a word that can be pictured. (Note: The use of one-syllable words, when possible, is encouraged.) Write these words beneath the cards taped to the board, erasing all other words.

Select five children to make the illustrations for these five key words. Have them use the 6"X6" squares of manila paper. The illustrations should first be outlined with black crayon, then completed with either crayons or water colors. They should be cut out and given to the teacher, who may glue them in place on the proper card and place the word at the bottom of the card. Example:



Independent Activities:

1. Complete the independent study sheet.
2. Make illustrations for key words (five children only).
*3. OPTIONAL. Make a "key word book," using the same key words as those for the line. Have letters and words printed and illustrations made to be inserted into the plastic pages of the accompanying loose-leaf notebook. The children may then take turns in taking this book home to be shared with their families.

To further extend the use of this book:

  a. Have children make additional illustrations for each letter at home and insert into the book
  b. Provide the children with old magazines when they take the book home. Have them locate additional pictures which begin with the same sounds, cut them out, and insert them in the book.
  c. Using the book as a reference, have the children locate at home small objects which begin with these sounds.

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*Provided with this lesson.

My name is ______________________________

Bb	______________
Cc	______________
Dd	______________
Ff	______________
Gg	______________

LETTERS AND THEIR SOUNDS
Lesson 2

In each box make a picture of the key word chosen for the designated letter. Write the word on the line beside the picture. (Copy it from the chalkboard.)

Representative Lessons: (SBRIT): Letters and Their Sounds (Special Program)

Lesson 20: Making a bulletin board about blends -- TWO CLASS PERIODS
(Plan to have the group meeting in front of the bulletin board.)

Materials needed:

1. Bulletin board
2. Circles or squares of colored paper (approximately 2"X2") upon which have been printed the consonants m, b, p, t, d, l, s, z, r, w (four of each); also, several which are blanks
3. Circles or squares of colored paper (approximately 3"X3") upon which have been printed the consonant blends bl, pl, st, sp, sn, sl, sm, br, pr, tr, dr (one of each)
4. Art materials as desired (junk materials can also be utilized)
5. Imagination
6. My Picture Dictionary, 1 copy per pupil

Purposes:

1. Construction of a visual device to reinforce the concept of consonant blends
2. Identifying the sounds represented by the consonants c, k and g

Assembling the group:

Write on the chalkboard:

Come over here and help me.
We will make something.
→

Have the arrow pointing in the direction of the bulletin board where the class will assemble. The teacher will walk to the bulletin board so the children will know where to go.

Procedure:

First class period -- planning the bulletin board

Locating Consonants Show several of the circles or squares upon which have been printed various consonants. Have them located in the key word line. Have the key words pronounced.

Noting Consonant Blends Now call attention to the cards for the consonant blends which have been placed above the consonant cards. Recall that these are consonant blends. Elicit that each is formed by combining the sounds represented by two consonants. Have the pupils name several consonant blends and pronounce their key words.

Show the 3" squares (or circles) upon which the consonant blends have been printed. Have them identified and compared with those in the key word line. Have each key word pronounced.

Forming Consonant Blends Pin at random several of the 2" consonant squares on the bulletin board. Have the children locate and place together several which represent sounds that can be combined to form consonant blends. Pronounce words to illustrate the use of these blends.

Presenting Idea for Bulletin Board Say, "Since we know the sounds of these letters can be put together to make blends, let's make a big machine* for this bulletin board and pretend that it makes the consonants into blends. Perhaps the consonants could go into the machine from one side, be put together inside the machine, and then come out the other side as blends."

Making Plans Elicit ideas from the children concerning the details of the bulletin board. Discuss:

1. How to make the machine*
2. Layout
3. Materials to be used
4. A title
5. How to make additions when more blends are learned
6. Sharing the work

When plans have been carefully made for the completion of the bulletin board, provide the children with the necessary materials. Have them keep their finished work in a designated place, and save the assembling of the bulletin board for the next class period.

Second class period--assembling the bulletin board; using consonants c,k,g

Assembling the Bulletin Board The teacher and children should work together in placing materials on the bulletin board as planned during the first class period. When the work is completed, allow time for comments and further suggestions. Review the purpose for making the bulletin board -- the combination of sounds represented by consonants resulting in consonant blends.

Listening to Initial Consonant Sounds Tell the children that there are some consonants that have not been discussed by the group, that perhaps some of them should be added to the bulletin board immediately. Have the pupils listen carefully, trying to determine the initial consonant, while you pronounce the following words: coat, cookies, corn, cowboy

Identifying the sound Represented by C Elicit that each of the above words begins with the consonant c. Write the words on the chalkboard to demonstrate this. Compare the sound at the beginning of each with the sound at the beginning of the key word. Have the children figure out how the sound represented by the letter c is formed. (See page 3.)

Pronounce: key, king, kite, kitten.

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*A "machine" is only one suggestion for this bulletin board. Other suggestions and sketches are presented on the last page of this lesson. Select one as the theme of your bulletin board or use any other idea which will helpfully convey the desired meaning. Be creative!

Identifying the Sound Represented by K

Elicit that the initial sound is exactly the same as that of the words beginning with c. Some children will probably realize that these words begin with k. Write the words on the chalkboard, eliciting that the letter k represents the same sound as that represented by the letter c. Refer to the key word line, noting that both key words begin with the same sound.

Identifying the Sound Represented by G

Explain that there is another sound that is made very much like the sound represented by c and k. Have the children listen while you pronounce: girl, goat, get, good

Repronounce the words, writing them on the chalkboard. Have the children identify the g at the beginning of each. Have the key word for g pronounced, comparing the initial sound with that of the words on the chalkboard. Have the children figure out how the sound represented by the letter g is made, and how it differs from the sound represented by the consonants c and k.

Adding Consonants C, K and G to Bulletin Board

Write the letters c, k and g on 2"X2" squares of colored paper, and add them to the bulletin board. Explain that in the next lesson these letters will be used in combination with other consonants to form consonant blends.

Independent Activity: (Second class period)

Use My Picture Dictionary for the location of words beginning with the consonant blends which appear on the bulletin board. Write these words on a sheet of manuscript writing paper.

* * * * * * * * * * * * * * * * * * * *

MAKING THE SOUND REPRESENTED BY THE LETTER K*

The back of the tongue is raised and pressed against the soft palate, holding the air inside the mouth. The soft palate is raised to keep the air from being emitted through the nose. When the back of the tongue is lowered quickly, the air is released suddenly and explosively with a coughing sound. The tip of the tongue is usually on the floor of the mouth and the lips and teeth are slightly parted.

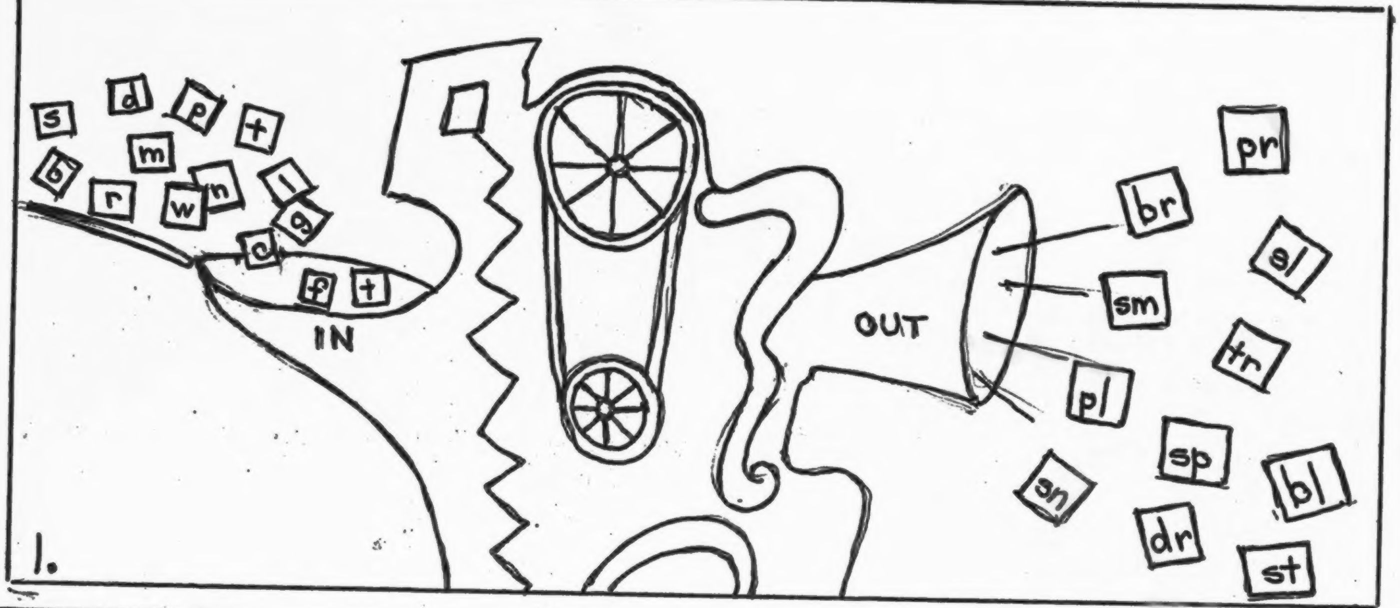
MAKING THE SOUND REPRESENTED BY THE LETTER G*

This sound is made like the "k" sound, except that the vocal cords vibrate.

*Scott, Louise Binder, and Thompson, J.J., Talking Time. St. Louis, Webster Division, McGraw-Hill Book Co., 1951.

SUGGESTIONS FOR THE BULLETIN BOARD ABOUT BLENDS:

1. Make a fantastic "blend machine."
2. Use a large picture of an eggbeater or an electric mixer as the symbol for blending sounds.
3. Make a large cauldron into which the consonants are put to be blended.
4. Have a picture of a magician and his "magic" hat for symbolizing the transformation from single consonants into blends.
5. Make a "magic house" where the consonants go to be made into blends.
6. Make a plant that grows from "consonant seeds" and produces "blend flowers."
7. Have a huge mixing bowl into which all of the ingredients (single consonants) may be placed. Recall that when mother blends sugar, butter, milk, flour and eggs they come out in a different form from that in which they went in. Liken to blends.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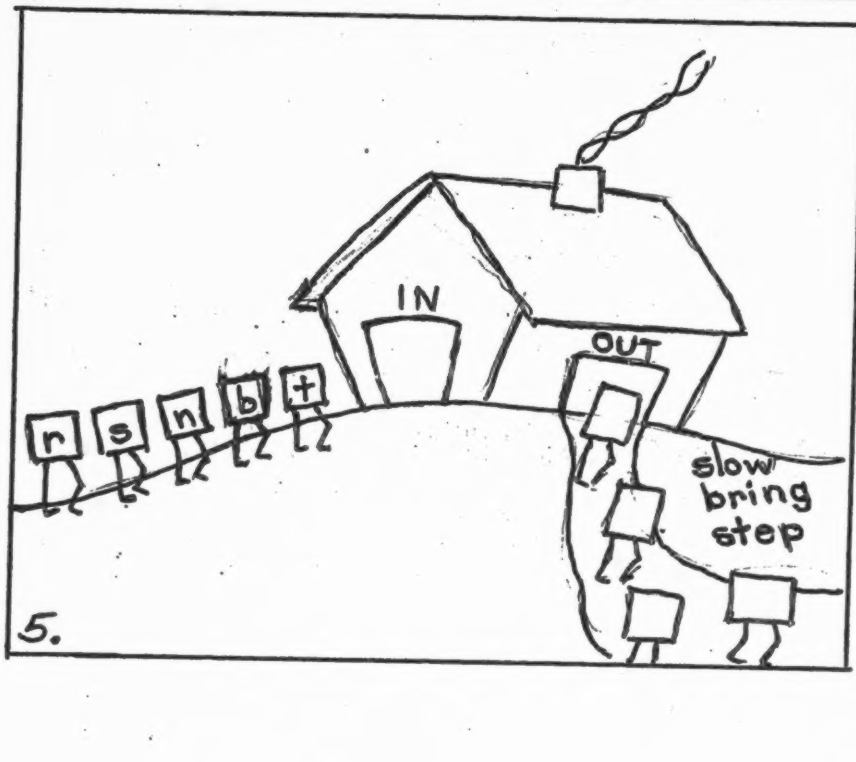
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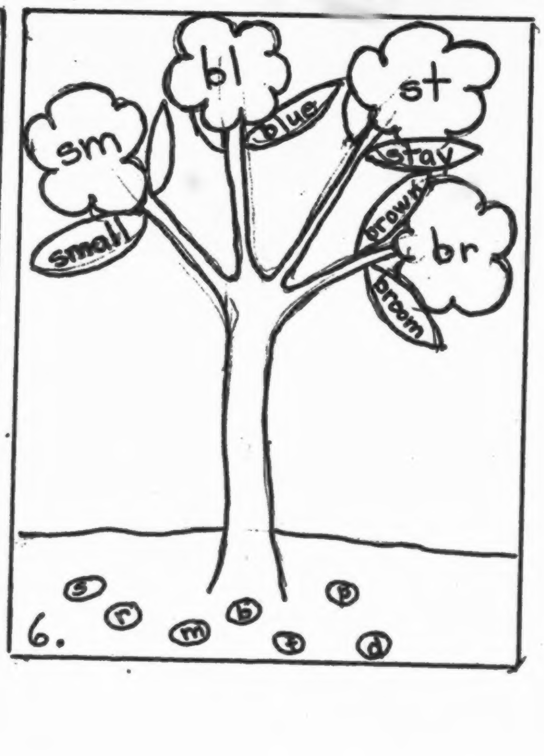
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Representative Lessons (SBRIT): Letters and Their Sounds (Special Program)

Lesson 23: Using and comparing the sounds represented by the consonants f and v

Materials needed:

1. Key word line
2. Two 2" squares or circles of colored paper for the bulletin board
3. Alphabet cards for f and v
4. Manuscript writing paper or chalkboard space

Purposes:

1. Auditory discrimination
2. Visual discrimination
3. Association of the spoken word and the written letters

Assembling the group:

Use the following directive, written on the chalkboard:

Come here now.
We will think about some words.

Procedure:

Examining the Letter f and its Key Word

Direct attention to the key word line. Have the pupils locate the key word for the consonant f, noting that its placement is near the beginning of the alphabet. Have the pupils say the name of the letter; then have them pronounce the key word. Have them discuss the placement of the lips and teeth, and help them figure out how the sound represented by the letter f is made. (See page 5.) Have the word repeated.

Use the five steps of sound-letter and letter-sound relationships developed in lesson 21 as follows:

Step 1-a

Step 1-a: Listening for the same initial sound

Have the pupils listen to five words for the purpose of determining whether or not they begin with the same sound. Pronounce: farm
face
field
fix
fur

Step 1-b

Step 1-b: Listening for a different initial sound

Have the children listen to five more words for the purpose of determining which one begins with a different sound. Pronounce:

fish
fun
nose
fold
fork

Step II Step II: Observing the same initial consonant in several words

Write the following words on the chalkboard:

fence
fish
fork

Have the children examine them carefully. Elicit the fact that all the words begin with the same letter, with the consonant f. Have the letter f underlined in each word.

Step III Step III, Associating the spoken sound with the written letter

Pronounce the words (Step II) for the children for the purpose of comparing the sounds at the beginning of all the words.

Ask, "In what two ways are all of these words alike?" Elicit that (1) all words begin with the same sound (auditory perception), and (2) all words begin with the same letter (visual perception). Be sure each child understands the letter-sound relationship.

Write the letter f on the 2" square of colored paper, and select a child to place it on the bulletin board. . .

Step IV Step IV: Providing practice through substitution

To provide practice in the use of the consonant f in the initial placement in words, use the following words for initial consonant substitution:

ball	big	will	cold	race	light	can
fall	fig	fill	fold	face	fight	fan

Step V Step V: Providing practice through reading words

Write the following sentences on the chalkboard and have them read orally. (If desired, the sentences may be prepared on strips of paper before class.)

Susan did not fall down.
Tom will not fight with Dick.
Miss Hill took a big fan to school.

Sketch a face on the chalkboard. Have the children pronounce face.
Below it write:
face
mace

Have the children determine, from close examination of the words, which one is face. Elicit the necessity for recognition of the consonant f.

* * * * * * * * * * *

Examining the Letter v and its key word

Explain that there is another consonant which represents a sound very much like that represented by f. Again, direct attention to the key word line. Have the pupils try to figure this out for themselves, then, locate the key word for the consonant v, noting its placement near the end of the alphabet. Have the pupils say the name of the letter; then have them pronounce the key word. Have them discuss the placement of the lips and teeth, and help them figure out how the sound represented by the letter v is made, and its similarity to the sound represented by the letter f. (See Page 5.) Have the key word repeated.

Again, develop the sound-letter and letter-sound relationship through use of the five steps presented in Lesson 21.

Step 1-a

Step 1-a: Listening for the same initial sound

Have the pupils listen to five words for the purpose of determining whether or not they begin with the same sound. Pronounce:
velvet
vast
verse
voice
vote

Step 1-b

Step 1-b: Listening for a different initial sound

Have the children listen to five more words for the purpose of determining which one begins with a different sound. Pronounce:
vowel
girl
valve
visit
violin

As the comparison between the sounds represented by the letters f and v is an important part of this lesson, have the children listen to five more words for the purpose of determining which one begins with the sound represented by the letter f. Pronounce:
valentine
very
vapor
family
village

Step II

Step II: Observing the same initial consonant in several words

Write the following words on the chalkboard:

violin
volcano
village

Have the children examine them carefully. Elicit the fact that all the words begin the same, with the consonant v. Have the letter v underlined in each word.

Step III

Step III: Associating the spoken sound with the written letter

Pronounce the words (Step II) for the children for the purpose of comparing the sounds at the beginning of all the words.

Elicit that all of the words begin with the same sound and the same letter.

Write the letter v on a 2" square of colored paper, and have it added to the bulletin board with other consonants.

Step IV

Step IV: Providing practice through substitution

To provide practice in the use of the consonant v in the initial placement in words, use the following words for initial consonant substitution:

can hat rain went
van vat vain vent

Step V

Step V: Providing practice through reading words

Write the following sentences on the chalkboard and then read orally. (If desired, the sentences may be prepared on strips of paper before class.)

This truck is called a big van.
A big pan can be called a vat.

* *

Differentiating between the sounds represented by the Consonants f and v

Place the alphabet cards for f and v on the chalkboard ledge. Explain that you will pronounce a series of words, some of which begin with the sound represented by the letter f, some with letter v. As each word is pronounced, the children will listen, then also pronounce it. One child will be given the opportunity to tell which sound can be heard at the beginning. He may also indicate visually the correct letter by reference to the correct alphabet card. Continue until all pupils have had at least one turn to determine the initial consonant sound and related letter. Use the following words: vapor, voice, voyage, food, fire, verse, fix, valentine, fence, valve, feel, velvet, find, force, very, visit.

For further reinforcement, compare orally:

fan	fine	few	face
van	vine	view	vase

Independent activity:

Write a story based on a theme in which some of the following words might possibly be used: valentine, van, farm, father, fact, find, funny, fish.

MAKING THE SOUND REPRESENTED BY THE LETTER F

The upper teeth are pressed lightly against the lower lip and the air is forced out between the teeth and the lip. The soft palate is raised and there is no vibration of the vocal cords.

MAKING THE SOUND REPRESENTED BY THE LETTER V

This sound is made like the "f" sound, except that the vocal cords vibrate.

Scott, Louise Binder, and Thompson, J. J. Talking Time. St. Louis, Webster Division, McGraw-Hill Book Co., 1951.

1. Miss Hill can work with ________________.
walk, thalk, chalk

2. Susan could hear the ____________________.
under, thunder, shunder

3. Little Boy Blue looks after the _________________.
sleep, sheep, theep

4. The Little Red Hen planted the _______________.
eat, cheat, wheat

5. Tom said, "Come and see this funny little ________________.
sing, thing, ching

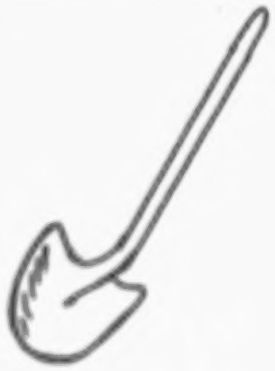
6. Tom and Betty went to the toy ______________.
hop, shop, chop

7. Tom wanted to ______________ Jack his new toy.
snow, thow, show

8. Soon the snow will ______________.
saw, shaw, thaw

9. Susan can make a paper ________________.
rain, chain, shain

10. Betty will come ______________ Mother calls.
hen, when, chen



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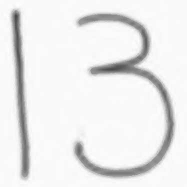

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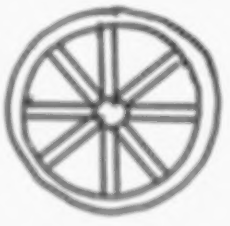

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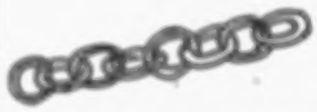

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LETTERS AND THEIR SOUNDS
Lesson 29

Part A: Read each sentence carefully. Using substitution of initial digraphs for decoding words, suppy the correct word for the blank space. Write the word on the line.

Part B: Under each picture, complete the spelling of the word by writing the correct initial digraph on the line.

Representative Lessons (SBRIT): Letters and Their Sounds (Special Program)

Lesson 35: Activities involving the use of the consonants s and r in the initial, medial and final positions in words

Materials needed:

1. Alphabet cards for s and r
*2. Word cards: basket, gasoline, guess, nuts, sand, seesaw, sign; car, our, paper, parade, rabbit, round, squirrel
3. Wall pocket chart
4. Consonant Pictures (No. 272-1, Ideal School Supply Co.) pear, road, ruler, seal, sock, tiger
*5. Copies of the independent study sheet, 1 per pupil
6. The study sheets completed following lesson 34

Purposes:

1. Auditory discrimination
2. Visual discrimination
3. Association of the spoken sound with the written letter

Assembling the group:

Write on the chalkboard:

Come and bring your papers.
We will see your good work.

Have the sentences read, supplying, if necessary, the word papers. Be sure each child has brought the study sheet he completed following lesson 34.

Procedure:

Checking the Study Sheet

The teacher and children will together check the study sheets completed following lesson 34. Discuss the quality of work in the illustrations, and the accuracy of work in determining the consonants appearing in the words. If the children have had difficulty with any of the words, follow the procedure explained in lesson 34 in which two or three children hold the consonant cards in the order in which the consonant appear in the word. Have the word pronounced, giving special attention to the consonant sounds. Elicit the correct spelling of the word from those listed on the study sheet.

Directing Attention to the Final s

Write on the chalkboard:

dress
bus
across

*Provided with this lesson.

Ask the pupils to find something that is the same about the three words, eliciting that each ends with the letter s. Show the alphabet card for s.

Recall that the class has previously given attention to words which begin with s, but not to words which end with s. Have the pupils refer to the key word line and pronounce the key word for s. Have them then recall how the sound represented by the letter s is produced. (See lesson 12.)

Have the words on the chalkboard pronounced, giving special attention to the sound represented by the letter s at the end of each. Lead the children to note that the sound represented by two s's is the same as that represented by one s.

Demonstrating Positions of s

Explain that sometimes the letter s appears at the beginning of a word (write the key word for s on the chalkboard), sometimes at the end of a word (write bus below the key word), and sometimes in the middle of a word (write basket in the list).

Have the children pronounce all three words, giving special attention to the sound represented by s in its various positions within a word. Select a child to underline the letter s in each word.

Listening for sound of s; Locating s

Place the word cards (guess, nuts, sand, seesaw, sign, yes) in a pile, arranged randomly. Pronounce one of the words and ask a child to determine the placement of the letter s (beginning, middle or end). Note that the word seesaw demonstrates both the initial and medial placements. After the child has reponded, show the word card and have him locate the s in the word, thus checking the accuracy of his response. Place the card in the wall pocket chart. Continue in this manner until all cards have been used. Place the alphabet card for s at the top of the column of words in the wall pocket chart.

Erase the words on the chalkboard.

Repeat the above procedure, using the letter r in the initial, final and medial positions. See lesson 16, Letters and Their Sounds, for the explanation of how the sound represented by the letter r is produced. Use the following sets of words:

Directing attention to the final r

better
bear
four

Write on the chalkboard for the purpose of directing attention to the final r in several words. Show the alphabet card for r. Locate the key word for r, and recall how the sound represented by this letter is produced.

Demonstrating Positions of r

rain (or other key word)
bear
squirrel

Write on the chalkboard for the purpose of demonstrating the initial, final and medial positions of r. Have r underlined in each.

Listening for sound of r; Locating r

car
our
parade
paper
rabbit
round
squirrel

These word cards are to be used first as an experience in listening for the sound represented by the letter r, then as a visual experience in locating the letter r. As the cards are used, place them in a column in the wall pocket chart. Place the alphabet card for r at the top of the column.

Presenting Independent Work

Tape the pictures of the pear, road, ruler, seal, sock and tiger to the chalkboard and number them to correspond with the numbers on the study sheet.

1. pear
2. road
3. seal
4. sock
5. ruler
6. tiger

Have the children carefully pronounce each.

Explain the method for completing the study sheet per the instructions at the bottom of the sheet. To be sure that each child understands the procedure, it may be necessary to have the children do the first box together.

Independent activity:

Complete the independent study sheet as directed.

1

bear
pear
pack

2

door
roar
road

3

seek
feel
seal

4

rock
cart
sock

5

ruler
rumor
vigor

6

timer
tiger
paper

LETTERS AND THEIR SOUNDS
Lessons 35

In each box make a picture of the item in the corresponding picture on the chalkboard. Determine the initial and final (and in some cases, medial) consonants for the word naming each item. Write these letters in the boxes provided. By comparing these letters with the words at the right, select the correct word for each picture.

Representative Lessons (SBRIT): Letters and Their Sounds (Special Program)

Lesson 42: Becoming acquainted with the long a sound

Materials needed:

1. Key word line
2. Alphabet cards: a,e,i,o,u
3. Wall pocket chart
4. Chart of vowel sounds
5. Chalkboard space

*6. Copies of the independent study sheet

Before class:

Write on the chalkboard:

cake
came
made
ate
make
name
gave
game
paste
vase

train
paint
tail
nail
snail
pain

way
day
may
stay
gay
gray
pay
pray
hay
ray

Purposes:

1. Auditory discrimination
2. Visual discrimination
3. Association of the spoken sound with the written letter
4. Using the diacritical marking for long a

Assembling the group:

As the chalkboard is covered with words, give an oral directive for assembling the group. As the children gather, help them develop a listening attitude in preparation for listening and thinking activities.

Procedure:

Recalling Vowels Recall the names of the vowels by reference to the key word line and the alphabet cards. Have the pupils pronounce the names of all the vowel letters. Help them recall that vowels differ from consonants in that they are more often found in the middle of words than at the beginning of words, and any given vowel can represent many different sounds.

---

*Provided with this lesson.

Direct attention to the chart of vowels which was begun in lesson 40. Have the pupil pronounce the key words which represent the sounds of long o and long i.

Listening for a Vowel

Instruct the pupils to listen carefully to determine the name of the vowel heard as three words are pronounced. Pronounce:

gate — Elicit that the letter a "says its own
rain — name" in each word.
play

Marking Long a

Write the words on the chalkboard (in the space reserved at the left). Have the "long a sound" indicated by marking each word with the appropriate diacritical mark.

1. Noting final silent e

Now have the pupils more carefully examine the word gate. Elicit that the final e is silent. Recall the rule that a single vowel letter followed by a consonant letter and a final e is a clue to a long vowel sound. Have the silent e crossed out.

Direct attention to the first column of words. Have the first six words (cake, came, made, ate, make, name) pronounced, again having the pupils listen for the "long a sound." Ask, "What vowel sound can you hear in each word? Which vowel is silent?" Give each of six children an opportunity to (1) pronounce a word; (2) indicate "the long a"; (3) cross out the letter which represents no sound in the word.

Have each word carefully repronounced by all children, emphasizing the combination of the initial and final consonant sounds with "the long a."

Marking and Decoding new words

Now direct attention to the word gave. Explain that the vowels in this word represent the same sounds as those in the words above. Elicit that therefore the final e is silent. Have it crossed off. Elicit further that if the final e is silent, the other vowel is usually a long vowel. Have the long a marked. Now have the pupils give attention to the initial and final consonant sounds and try to identify the word gave. Have all pupils pronounce it, listening for sounds represented by the initial g, medial long a, and final v.

Have the pupils also mark and identify the words game, paste and vase.

2. Noting two vowels together

Now refer again to the word rain. Have it pronounced and examined carefully. Ask, "What vowel sound do you hear? What vowel letters to you see?" Elicit that the i is silent. Explain that when two vowels appear together in a word, the first one usually "says its own name" (long vowel sound), and the second one is usually silent. Thus, two vowel letters together in a word are a clue to a long vowel sound, the long vowel sound commonly associated with the first vowel letter.

Mark rain: rāXn Have it pronounced, noting the "long a sound."

Explain that the vowels ai appear together in many words, and will often represent the long a sound. Direct attention to the second column of words. Have train and paint pronounced and marked (trāXn, pāXnt). Have the words repronounced, emphasizing the combination of the consonant sounds with the "long a sound."

Marking and decoding

Have the pupils mark and identify tail, nail, snail and pain.

3. Noting the ay ending

Repronounce play, again noting the "long a sound." Have the pupils examine the word, noting the last sound hear in the word is the long a. Mark: play

Demonstrate further by having the pupils pronounce and mark way, day, may, stay. As the words are pronounced, give attention to the initial sound/sounds represented by one or more consonants.

Marking and Decoding

Have the pupils identify and mark gay, gray, pay, pray, hay and ray.

Study Sheets

Distribute copies of the study sheet. Have the sentences read, identifying new words through context clues and phonetic clues. Explain the procedure for completing the work on the sheet.

Independent activity:

Complete the independent study sheet.

Part A

hay
ray
train
snail
cake
rake

Part B

1. A snail cannot go fast.
2. My dress is the same color as your dress.
3. Ben will get some bait so he can go fishing.
4. See the dog's funny little tail.
5. Patsy has two black braids.
6. Did you pay the boy for this?
7. A little gray squirrel went up the tree.

LETTERS AND THEIR SOUNDS
Lesson 42

Part A--In each word, indicate the pronunciation of the word through appropriate diacritical markings of the vowel letters.

Part B--Reread each sentence, identifying the underlined word through context clues and phonetic clues. In each underlined word use diacritical marks to tell how the word is pronounced. Chooe a sentence to illustrate. Indicate it by circling is number. Then make the illustration on the backof the paper.

The train went on its track.

I like jam on my bread.

It was a sad story.

The dish is made of plastic.

I am glad you will go with me.

Batman likes to go, "WHAM."

Did you see the picture about Bambi?

Sentence strips
Cut the sentences apart and distribute to the children.

Part A

can
an
dance
basket
back
fast
hammer
that
ran
cat
pan
lamb

Part B

cake
man
had
pan
baby
may

Part C

1. The train went on its track.
2. I like jam on my bread.
3. I am glad you will go with me.
4. Did you see the picture about Bambi?
5. Batman likes to go, "WHAM!"

LETTERS AND THEIR SOUNDS
Lesson 47

Part A: Read each word; then mark the words which contain the short a sound.

Part B: Read each word, determining if it contains a long or short a sound. Then mark the a diacritically.

Part C: Read each sentence carefully, identifying the underlined word through context clues and phonetic clues. Indicate with a diacritical mark the short a sound in each underlined word. Choose a sentence to illustrate. Identify by circling its number; then illustrate it on the back of the paper.

Representative Lessons (SBRIT): Under the Apple Tree (Transition Program)

Lesson 7: Vocabulary Work

Materials needed:

*1. The story included in lesson 6, Introductory period, for pupils who were to begin reading Under the Apple Tree
2. Word cards as follows:

all
bird
bump
good

ice cream
noise
sleep
surprise

new
now
quack
splash

went
white
your
bang

3. An assortment of objects for making noises. Suggested are:

rhythm instruments (cymbals, bells, triangle, etc.)
a "cricket"
a ball (for bouncing)
a pan of water (splashing)
a toy horn
a record of different types of music or sounds
a watch (ticking)

*4. Copies of the independent work activity

Before class:

1. Arrange in the order of their appearance in the story (lesson 6, introductory period) the word cards in the first column above (some words appear more than once in the story, and it will be necessary to make adaptations). Do not place these words in the pocket chart. Keep them in a pile.

2. Arrange in random order in the wall pocket chart the words in the second column above, leaving space at the bottom for bump (to be inserted after its use in the story).

Purposes:

1. Auditory perception
2. Review of recent vocabulary
3. Presentation of new vocabulary

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*Materials provided with this lesson.

Assembling the group:

Summon the children to class by use of this directive on the chalkboard:

Come, come.
Come and guess.
Guess what I have.

As the pupils come to class, have the sentences read, and allow the children a few minutes for guessing. They will probably see the assortment of objects, and will then need to guess how they are to be used.

Procedure:

Guessing Explain that all of the objects make a noise of some kind, and that by listening to the noise, the object can be identified. Have the pupils close their eyes. Say, "What is this noise?" Pick up one of the objects and make a noise with it, then place it in its original spot. Have the children open their eyes, then choose one to guess which object was used. If he guesses correctly, he may be the next to have a turn. Continue in this manner until each child has had a turn to use one of the objects. As the children use the objects, have them ask the others, "What is this noise?"

Using the word noise Say to the children, "I have a question for you. I will write it on the chalkboard." Write:

What is this noise?

Have the question read. (By repetitious use of the question by the children -- in the above paragraph -- the pupils should be able to read the word noise through context.)

Identifying kinds of noises Now whistle or sing, having the children identify the "noise." Ask the pupils, "Do you think whistling (or singing) is a happy noise?" Discuss. Discuss, also other "Happy noises."

Write on the chalkboard this phrase: a funny noise

Have the children make or tell about "funny noises," using, if necessary, objects such as a toy horn or a "cricket."

Continue in the same manner, using the two phrases:
a big noise
a little noise

Note: If this lesson is too long to be completed in one class period, it may be divided here.

Reading a story

If the pupils have previously used the story for those who were to begin reading UNDER THE APPLE TREE (Lesson 6, Introductory period), have it recalled at this time. If it has not been used, introduce it at this time.

Read the story to the children, have them supply the words on the cards as they appear in the story. (Teacher will hold up card instead of saying a word, allowing the children to read the word.) Have the children orally complete the story. Explain to the children that their study sheet will be about this story.

Insert the word bump in the column of words on the wall pocket chart.

Finding and discussing words that are noises

Direct attention to the column of words in the wall pocket chart. Have the words read; then have children select the words which are noises, (mew, splash, quack, bump). Discuss what types of things would make these noises. Explain that you have another word that is a noise. Show bang, and pronounce it. Discuss "banging" noises.

Distribute copies of the study sheet for independent work, and discuss the procedure to be used for its completion.

Independent Activities:

1. Complete the independent study sheet.
2. Write a story about "a funny noise," "a big noise," or "a little noise." (OPTIONAL)

To accompany Lesson 7

Story for pupils who will begin reading Under the Apple Tree:

"What is that?" called Mother. "I hear a funny noise."

"I don't know," said Tom. "I didn't hear it. Is it a loud (noise) ?"

"No," said Mother, "Just a little (noise). It keeps going bump, bump, (bump)."

"Maybe it's a little bird," said Susan. "In my bird house I saw a little (bird)."

Mother said, "I saw the bird fly away, so it can't be the little (bird)."

"Maybe it's the ice cream man," said Betty. "His wagon bumps when he brings the (ice cream)."

"No, he's at Nan's house now, so it can't be the (ice cream) man."

"We have (all)* guessed," said Mother, "and we still don't know what it is."

"Well, I hope it stops," said Susan. "I want to take my nap, and I don't want it to keep me awake. I want to go to (sleep)."

Just then Tom jumped up.

"Oh, I know what it is!" shouted Tom. "It's something funny! You'll never guess! It's a (good) (surprise)!"

Have children guess, drawing the story to its conclusion.

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*Teacher will say this word as it is inserted in the pocket chart.

My name is ____________________

A Funny Noise

What is the funny ________?

It went "Bump, bump ________."

It is not a ________.

It is not the ________ man.

It is this good surprise.

ice cream now noise bird did bump

UNDER THE APPLE TREE
Lesson 7

Read the story, supplying words for the blank spaces. Select suitable words from the row at the bottom of the sheet, and write them on the lines. Illustrate the "good surprise" in the frame.

Representative Lessons (SBRIT): Under the Apple Tree (Transition Program)

Lesson 27: Reading "Flip and the Boat," pp. 104-108

The new words which appear in this story are:

lake -- Introduced in the conversation prior to the reading of the story; written on the chalkboard for reinforcement; compared with make and cake.

back -- Introduced in lesson 26 through substitution of initial consonants.

Materials needed:

1. Under the Apple Tree, 1 copy per pupil
*2. Copies of the independent study sheet

Purposes:

1. Reading for enjoyment
2. Creative thinking

Assembling the group:

Use the following directive:

Come and see a little house.
It is for Tom, Betty, and Susan.
It is for Mother and Father.

As the pupils come to class, have the sentences read. Choose a child to reread the sentence which tells about something they will see. (Come and see a little house.) Have the children comment spontaneously about the particular kind of a "little house" they think this might be.

Procedure:

Introducing a new word

Cover the unit title on page 103 of Under the Apple Tree, and show the picture to the children (use teacher's copy of the book). Explain that late in the summer Father and Mother decided to take the children away from home for a little vacation. This is a picture of a part of the resort area, showing the cabin in the woods where they stayed. The cabin was near a lake named "Blue Lake" (write on the chalkboard). Very briefly, show how lake resembles make and cake. Encourage the children to discuss the picture, relating it to vacation trips they may have had, or extending ideas in the picture to other action which could possibly take place. Perhaps some children have been to Lake McBride, Clear Lake, Robbins Lake, or Lake Okiboji. If so, these names may also be written on the chalkboard for reinforcement of the word lake.

*Materials provided with this lesson.

Show the title of the unit and have it read. Explain that the last unit in the book will tell about the things the family did while on vacation at Blue Lake.

Distribute copies of Under the Apple Tree, and have the pupils locate page 103. Give them time to briefly examine the picture in their own copies of the book. Direct attention to the fact that Tom has a new boat, and that he is anxious to see it sail on the lake. Explain that Tom decided to sail the boat right away, and he called Betty and Susan to come and see it. The first story in this unit will be about Tom's experience in sailing the boat.

Perusal Have the pupils turn the page and read the title of the story. Allow time for perusal of the story, encouraging spontaneous comments and some reading.

Guided reading As the children again turn to page 104 for the guided reading of the story, use the story-telling techniques for laying the background and weaving together the pictures and the text, as follows:

Example of story-telling technique Page 104:

Tom decided he wanted to sail his boat right away, and of course he wanted to share it with Susan and Betty. So. . .

(Have the first sentence read aloud by one pupil.)

He wanted to tell them about the boat.

(Have the next four sentences -- Tom's quotation -- read silently by all pupils, then orally by one child.)

Susan and Betty ran over to him. All three children walked right to the edge of the water. Then . . .

(Have the last three sentences read silently, noting that these sentences tell what the children did. Select a pupil to read the sentences aloud.)

Page 105:

First the boat went just a little way out into the water. Soon, a little wave came along, and carried the boat farther. Then it went farther -- and farther. But it didn't get away from Tom because all the time he was holding it with a . . . (have children supply string). Soon Tom decided it was time to do something. So he said something to the girls. . .

(Have all pupils read Tom's conversation silently. Select one pupil to read it orally, speaking as Tom would speak.)

But something happened. . .

(Have the pupils silently read the next sentence. Select one pupil to read it aloud.)

Betty knew why the boat didn't come back, and she pointed and shouted . . .

(Have all pupils read Betty's conversation silently. Select one child to read it orally, imitating Betty's tone of voice.)

(Provide an opportunity for the pupils to express their ideas about the obstruction in the water. Ask questions such as: What do you think was in the water? Why didn't it move?)

Page 106:

Tom pulled and pulled on the string, but the boat wouldn't come. Tom decided he needed help. . .

(Have all pupils read Tom's conversation silently. Select one child to read it orally.)

So Father came to the edge of the water to see what he could do. . .

(Have the sentence, Father looked at the boat, read aloud by one pupil.)

Then Father had an idea for a way to get the boat, and he told his idea. . .

(Have all pupils read Father's conversation silently. Select one child to read it orally.)

Page 107:

Tom thought this was a dandy idea, so he tried it. First he called Flip . . .

(Have all pupils read Tom's conversation silently. Select one child to read it orally, calling loudly, urging Flip to get the boat.)

Flip was very excited about this. He loved to go into the water, and he always wanted to do what Tom wanted him to do. So. . .

(Have the last four sentences read silently, noting, again, that these sentences tell the action of the story. Some of this action is not pictured. Have one child read the sentences aloud. Elicit briefly the fact that Flip did swim to the boat.)

Page 108:

Flip very gently took the boat in his mouth and swam back to Tom. All of the children were very excited about Flip being so helpful. Every one of them said something about it. . .

(Have the entire page read silently. Choose three children to read the conversation of Susan, Betty, and Tom.)

Creative Thinking Extend the pupil's thinking beyond the limits of the story by use of questions such as:

What do you think Tom will do with his boat now?
Do Betty and Susan ever get a chance to play in the water?
Why didn't Tom get the boat out of the water by himself?

Independent Activity:

Complete the independent study sheet.

My name is ______________________.

①

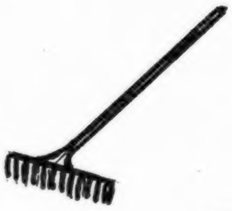
Make a cake.

Make a lake.

Make a rake.

②

make



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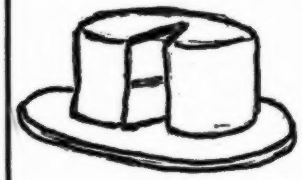

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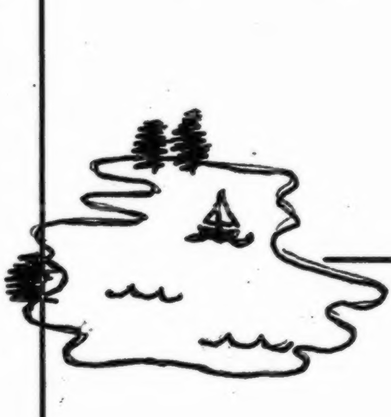

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③

Betty can take
The ducks to the lake.

Mother will bake
A pretty white cake.

UNDER THE APPLE TREE
Lesson 27

Using substitution of initial consonants:

1) Read the sentences and illustrate each
2) Form new words to describe the illustrations
3) Read the rhymes and illustrate each.

Representative Lessons (SBRIT): On Cherry Street (First Reader Program)

Lesson 1: Becoming acquainted with the book (On Cherry Street) and its setting

Materials needed:

*1. A map of Cherry Street
2. Copies of On Cherry Street, 1 per pupil
3. Copies of My Do and Learn Book to accompany On Cherry Street
4. Pencils

Before class:

Tape the map of Cherry Street to the chalkboard.
OR
Enlarge the map of Cherry Street on a bulletin board. Details may be completed by the children.

Purposes:

1. Visual perception
2. Motivation for reading

Assembling the group:

Write on the chalkboard:

I have something new for you.
It is a new book.
Come and see it now.

As the sentences are read, if difficulty is experienced with the word book, it may be compared to look. The children will probably be enthusiastic about getting a new book, and may wish to discuss it briefly.

Procedure:

Showing ON CHERRY STREET

Show one copy of On Cherry Street, allowing the pupils to comment concerning the picture of Tom and Betty and the organ grinder. Explain that this is a man who sometimes walks down Cherry Street and entertains the children with his organ and his monkey. Explain further that there will be a story about him in this book. Read the title of the book, eliciting that Cherry Street is the name of the street where Tom and Betty live.

Examining the map of Cherry Street

Direct attention to the map of Cherry Street, explaining that it will help the children more fully understand the stories they will read. Have the "little white house" located, noting the familiar objects near it. Direct attention to Cherry Street, which goes in front of the house. Relate this fact to the title of the book, On Cherry Street. Have the children locate other places of interest, and read the titles for each. Some titles will be new words. If the picture clues do not provide enough help for their identities, these words may be supplied by the teacher. Discuss as desired. It may be helpful to have the pupils show the routes Tom or Betty would take if they: (1) went to school, (2) went to the toy store, (3) went to the park, (4) went to Mr. Mac's store.

Perusal of ON CHERRY STREET

Distribute copies of On Cherry Street and allow time for its perusal by the children.

Have the children turn to the table of contents. Call attention to the titles of the units and have them read. Although new words appear in these unit titles, many of them also appear on the map, and can be figured out through picture clues. Others may be supplied by the teacher.

Examining pp. 4-5

Redirect attention to the title of the first unit. Discuss the fact that this title indicates that these stories tell of experiences at school. Relocate the school on the map. Have the pupils turn to pp. 4-5, which shows a view of the school. Have known children located, eliciting that although Tom and Betty go to school, Susan is too young, and therefore cannot go. Write on the chalkboard:

Tom and Betty can go to school.
Susan cannot go to school.

Reading a new word (cannot)

Have the sentences read, eliciting the word cannot from context. Have cannot underlined.

Have the copies of On Cherry Street collected.

Write on the chalkboard:

Flip will play at home.
He ______ go to school.   can   cannot

Have the sentences read, eliciting the correct word for completion of the second sentence. Have cannot circled. Have the sentences reread, supplying cannot where needed.

Using MY DO AND LEARN BOOK p.1

Distribute copies of My Do and Learn Book and pencils. Have the children turn to page 1. Discuss the picture at the top of the page. Explain that the sentences tell about the picture, and that in many of the sentences the word school appears. Have the word school (printed in manuscript writing) at the bottom of the page located and underlined. Direct the children to underline the word school every place they can find it on this page.

Redirect attention to the first two sentences. Have them read, eliciting the correct word for the completion of the second sentence. Have can circled. Explain to the pupils that they will complete the page independently in this manner.

Independent Activities:

1. Complete page 1 of My Do and Learn Book.
2. OPTIONAL -- Complete the details of the enlarged map of Cherry Street. A variety of materials may be used -- milk cartons, sandpaper, leaves, colored paper, toys, pipe cleaners, etc.

Note: If the map is not enlarged on a bulletin board, arrange to post the smaller one for reference. It will be used in future lessons.

Representative Lessons (SBRIT): On Cherry Street (First Reader Program)

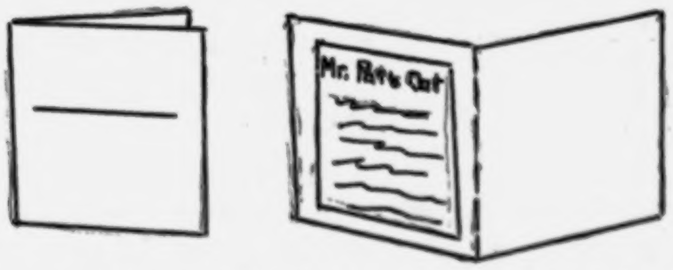
Lesson 4: Word Study

Materials needed:

1. My Picture Dictionary, 1 copy per pupil
2. My Do and Learn Book, children's copies
3. Word builders, wall pocket chart
4. Chalkboard, chalk
*5. Copies of the story, "Mr. Pat's Hat"
6. Manila drawing paper, 12" x 18", 1 sheet per pupil

Before class:

1. Fold sheets of 12" x 18" manila paper (1 per pupil) to make four-page "books." On the "front" of each make a pencil line upon which a title can be written. Staple or glue the story, "Mr. Pat's Cat" inside the front cover, leaving the opposite side free for an illustration.



2. Put the word builder card cat in the wall pocket chart, covering the c with P to produce Pat. Several rows beneath, insert the consonants which could successfully be used to form words (by substitution) which rhyme with Pat.

Purposes:

1. Locating words in My Picture Dictionary
2. Supplying rhyming words
3. Forming new words by substituting initial consonants
4. Reading new words formed by substituting initial consonants

Assembling the group:

As a directive for assembling the group, write on the chalkboard:

Get your work book.
Come here now.

Near a table, chair, or desk which will serve as a convenient place to stack the copies of My Do and Learn Book, write on the chalkboard:

Put your work books here.

---

*Included with this lesson.

As the children come to class, indicate to them that you wish to have them read the last sentence and do as it says. When all have done this, have the sentences read.

Procedure:

Locating a word in dictionaries

Distribute the copies of *My Picture Dictionary*, explaining that you will ask the children to locate some words in it. Write on the chalkboard: king

Say, "Let's see if *My Picture Dictionary* will help us learn this word." Have the children identify the first letter and determine (by reference to the key word line) where in the alphabet the letter *k* is located. Have the word *king* located and identified. Have a child spell it as you write it on the chalkboard.

Explain that you have a rhyme about a king, and that you would like to have the children listen for a word in it that rhymes with *king*. Say:

There once was a king
Who wanted to sing.

Supplying rhyming words

When *sing* has been identified as the rhyming word, write it below *king*. Have both words read. Ask the pupils to name other words that rhyme with *king* and *sing*. Add those which begin with single consonant sounds (not blends) to the list. Included will be: *ring*, *wing*. If desired, have the children compose rhymes about a king, using these words.

Substituting initial consonants

Rewrite *king* on the chalkboard where it can be reached by the children. Ask a child to change *king* to *sing* by erasing the *k* and substituting an *s*. Continue by having another person change it to *ring*, then to *wing*. If desired, *ring* and *sing* may also be located in the dictionaries.

Write on the chalkboard:

Here is a king.
He likes to ____.

Invite a child to complete the sentence by writing the correct word (sing). Have him read the rhyme to the group.

Locating a word in a dictionary

Now write on the chalkboard the word *policeman*, and have it located in *My Picture Dictionary* and identified. Direct attention to the map of Cherry Street, and have the policeman located. Have the children recall his name and read it. Explain that now you will write a rhyme about Mr. Pat on the chalkboard. Write:

Here is Mr. Pat.
He has a blue hat.

Have the rhyme read, and the rhyming words identified and underlined.

Substituting initial consonants

Direct attention to the wall pocket chart into which is inserted the word builder card Pat, and have it read. Give each child the opportunity of changing Pat to another word by substitution of the initial consonant. Be sure each pupil can read the word he makes, even if it is a nonsense syllable.

Reading new words

Explain that you have a "silly" story about Mr. Pat -- a story that includes many words that rhyme with Pat -- and that the pupils may read it silently when you give them copies. Distribute copies of "Mr. Pat's Cat," which have been stapled in in folders (See "before class").

When the children have been given the opportunity to read the story silently, ask for a volunteer to read it aloud. Then have the entire group read it aloud together.

Preparing for independent work

Explain that part of the independent activity will be on the completion of the "book" about Mr. Pat's cat. Direct the children to make an illustration on the page opposite the story, then print the title on the line on the cover. These "books" are to be taken home to be shared with parents.

Distribute the copies of My Do and Learn Book. Have the pupils turn to page 4. Use the directions on the page to help the children understand how to complete the page.

Independent Activities:

1. Complete the book, "Mr. Pat's Cat," as described above.

2. Complete page 4, My Do and Learn Book.

Mr. Pat's Cat

Here is Mr. Pat.
He has a blue hat.
And he has a yellow cat.

The cat sat on the hat.
He sat and sat and sat.

Mr. Pat said, "Where is my hat?
Mr. Cat, where is my hat?
Come here, Mr. Cat.
Help me find my hat."

"Here I come," said Mr. Cat.
"Mew, mew. Here is your hat."

Mr. Pat said "You funny cat.
You sat on my hat.
You sat and sat and sat."

ON CHERRY STREET
Lesson 4

Have the rhyme read, and the rhyming words identified and underlined.

Substituting initial consonants

Direct attention to the wall pocket chart into which is inserted the word builder card Pat, and have it read. Give each child the opportunity of changing Pat to another word by substitution of the initial consonant. Be sure each pupil can read the word he makes, even if it is a nonsense syllable.

Reading new words

Explain that you have a "silly" story about Mr. Pat -- a story that includes many words that rhyme with Pat -- and that the pupils may read it silently when you give them copies. Distribute copies of "Mr. Pat's Cat," which have been stapled in in folders (See "before class").

When the children have been given the opportunity to read the story silently, ask for a volunteer to read it aloud. Then have the entire group read it aloud together.

Preparing for independent work

Explain that part of the independent activity will be on the completion of the "book" about Mr. Pat's cat. Direct the children to make an illustration on the page opposite the story, then print the title on the line on the cover. These "books" are to be taken home to be shared with parents.

Distribute the copies of My Do and Learn Book. Have the pupils turn to page 4. Use the directions on the page to help the children understand how to complete the page.

Independent Activities:

1. Complete the book, "Mr. Pat's Cat," as described above.
2. Complete page 4, My Do and Learn Book.

Representative Lessons (SBRIT): On Cherry Street (First Reader Program)

Lesson 40: Introducing the unit, Story Time

Materials needed:

1. On Cherry Street, 1 copy per pupil
*2. Arbuthnot, May Hill (compiled by), Time for Fairy Tales, Chicago: Scott, Foresman and Co., 1961.
3. Manila paper, 9" x 12", 16 sheets
4. My Picture Dictionary, 1 copy per pupil

Before class:

1. At the bottom of each sheet of manila paper, print with a felt-tipped pen one of the following words: rooster, hen, brook, pan, lamb, goat, feather, pancake, bear, sun, rabbit, bee, foot, cabbage, fox, drum. Example: lamb (See independent activity for further information.)
2. Read pp. 2-6 of Time for Fairy Tales. This provides for the teacher background which is helpful in the use of folk tales.

Purposes:

1. Motivation for the reading of the new unit
2. Learning about folk tales
3. Listening to a folk tale

Assembling the group:

Write on the chalkboard:

Do you want to hear a story?
Come, and we will have one soon.

Have the sentences read as the group assembles.

Procedure:

Introducing Story Time Unit IV

Distribute the copies of On Cherry Street, and have the pupils turn to the table of contents. Have the title of the fourth unit read (Story Time). Explain that although the first story in the unit begins on page 84, the title page for the unit is page 83. Have page 8 located. Encourage discussion of the picture, eliciting that the children at Tom's school enjoy reading books, and that Miss Hill likes to have them read stories -- that she provided a "library corner" in the schoolroom.

*A copy of this book is part of the standard equipment for every second grade. If you do not find one in your room, please contact either your principal or the research center.

Perusal Explain that some of the stories which the children like to read are those found in this new unit, Story Time. Provide an opportunity for perusal of the entire unit.

Discussion Discuss the type of stories in this unit. Elicit that they are animal stories -- that the animals speak, and sometimes dress, as people do. Have some of the animals in the pictures recalled. Explain that most of these stories are very old stories and are referred to as "folk tales."

Locating "Folk Tale" Have the pupils again turn to the table of contents. Show them where the words "Folk Tale" appear following the titles of four of the six stories in Unit IV.

Explaining about folk tales Show the copy of Time for Fairy Tales, and explain that in it are many folk tales. Explain as desired the origin and diffusion of the folk tales.*

Reading "The Old Woman and Her Pig" To illustrate the type of story classified as a folk tale, read to the pupils "The Old Woman and Her Pig," pp. 7-8. This story will probably be familiar to many of the pupils. If you have in your room an illustrated version of the story, it may also be shown and perhaps read.

Explaining independent activity Show the sheets of manila drawing paper upon which words have been written. Explain that these words are the names of animals and other objects which will appear in the stories in Unit IV. Each of the words appears in My Picture Dictionary, either in the alphabetized section or on one of the special pages in the back of the book. Each child will take one or more of the sheets, locate the word on it in My Picture Dictionary, and make an illustration on the paper. These pictures will be posted for reference, and will be used when reading stories in Unit IV. Emphasize the necessity for making each picture large and carefully completed. It is suggested that the technique of black crayon outline be employed.

Distribute the copies of My Picture Dictionary. Divide the words to be illustrated as evenly as possible among the children in the group.

Independent activity:

Make Illustrations for words to be found in Unit IV, as described above.

---

*See page 3.

The most conclusive explanation of folk tale origin has grown out of the findings of social anthropology. In the light of their studies of modern folk societies, many anthropologists conclude that folk tales were the cement of society, the carriers of the moral code. The folk tales taught kindness, industry, and courage by dramatic stories revealing the rewards of these virtues. They showed meanness, laziness, and deceit exposed at last, and well punished. By creating these dramatic examples of good and bad behavior, properly rewarded or punished, they helped to cement society together with a common body of social and moral standards.

Modern children learn from these old tales something about their own behavior in relation to other people. They learn that it's well to use your head. . . Children learn that you must look beyond appearances which do not always reveal character. . . To the sophisticated, such philosophy may not seem to be borne out by the hard facts of modern life. But actually, gangsters and dictators are still coming to bad ends. Children are going to inherit plenty of dragons, ogres, and giants to be exterminated. They need some of the cement of society to be found in the folk tales, a belief in the moral code of decency, courage, and goodness.

Folk tales are a legacy from anonymous artists of the past, the old wives and grannies as well as the professional storytellers. They were first created orally and passed on by word of mouth for generations before the printing press caught up with them. Soldiers, sailors, slaves, traders, monks, and scholars carried these stories from one country to another, and, of course, the stories were changed in the process. A story passed on orally, from memory, is bound to vary with each new telling. This collecting of stories from the oral tradition of old storytellers is still going on today. Missionaries, marines, teachers and scholars are still finding and preserving the old tales.

From Time for Fairy Tales, op. cit., pp. 3-4.

Representative Lessons (SBRIT): On Cherry Street (First Reader Program)

Lesson 81: Reading "A Funny Party," pp. 167-170

Oral vocabulary to develop:

Before reading the story, have the children discuss making mud pies or cakes. Insert into the conversation and elicit from the pupils descriptive words and phrases. Examples:

little cakes
funny little cakes
good cakes

Reading vocabulary to consider:

The new vocabulary in this story includes:

corn) introduced in lesson 72
garden)--through illustrating
chicks) and dictionary work;
used in lesson 80 in
My Do and Learn Book

Materials needed:

1. An ear of field corn (OPTIONAL)
2. On Cherry Street, 1 copy per pupil
*3. Copies of the independent study sheet, 1 per pupil

Purposes:

1. Reading for enjoyment
2. Developing intonation in oral reading
3. Becoming aware of adjectives

Assembling the group:

Write on the chalkboard:

It is time for you to come.
We will have a funny story.

Have the sentences read as the group assembles.

Procedure:

Developing Background

Distribute the copies of On Cherry Street and have the pupils turn to page 167. Have the title read. Direct attention to the picture and ask, "Do you think Betty and Susan will go to the funny party? Are they dressed for a party?" Discuss making mud pies and cakes. Ask the pupils if they have ever participated in this activity.

---

*Provided with this lesson

Perusal Provide an opportunity for perusal of the story. As the pupils examine the pictures, ask them if they know what Betty and Susan have put on the cakes (picture on page 168). Show the ear of corn. Discuss briefly. Show how the kernels can be removed. Elicit ideas concerning where Betty and Susan found the corn. To provide motivation for reading the story, ask questions as:

> Do you think the girls made the cakes for the hens and chicks? Why?
> Will Betty and Susan eat any cakes?

Guided Reading Adapt the story-telling technique for the guided reading. However, very little oral background will be necessary. Emphasize the importance of expressive voices in the oral reading.

Reading Descriptive Phrases Have the pupils again turn to page 167. Select one person to read the last sentence on the page. Ask, "What kind of cakes did Betty say they would make?" Elicit the phrases good cakes. Explain that in this sentence the cakes are referred to as good cakes, but that in other sentences the reference may vary. Have the second sentence on page 169 read, eliciting the phrase, funny little cakes. Have the pupils examine page 170 for the purpose of finding another such descriptive phrase (corn cakes). Recall the study sheet on which the children answered questions about kinds of hats and kinds of boxes. Have the children try to think of other kinds of cakes. List them on the chalkboard.

Independent activities:

1. Complete the independent study sheet as directed.

2. (OPTIONAL) Make "corn cakes" of clay and corn.

A.

Kinds of Cakes

birthday cake

corn cakes

wheat cake

big cake

little cakes

good cakes

funny little cakes

What kind of cakes did Betty and Susan make at the farm? ______________________________

What kind of cakes did the hens and chicks eat? ______________________________

What kind of a cake has candles on it? ______________________________

What kind of a cake would you want for a party? ______________________________

What kind of cake could the little red hen make? ______________________________

What are cup cakes? ______________________________

B.

☐ The hens and chicks came and ate the corn.

☐ Susan and Betty made some little cakes for Bunny and Patsy.

☐ They put some yellow corn on the cakes.

☐ Betty and Susan did not have a party for Bunny and Patsy.

☐ They took Patsy for a walk in the garden.

ON CHERRY STREET
Lesson 81

Part A: Read the listing of "Kinds of Cakes." Read each question carefully, then answer by selecting one of the hats from the list and writing it on the line provided.

Part B: Number the sentences according to their sequence in the story.

Representative Lessons (SBRIT): We Are Neighbors (Second Grade Program)

Lesson 3: Developing story sequence; reading independently "Just Like New"

Oral vocabulary to develop:

In evaluating and posting the illustrations, use the new reading vocabulary orally as much as possible. Example:

"Doesn't Patsy look pretty? Jon, would you like to place Patsy near Jean? Patsy's yard is next to Jean's yard."

Reading vocabulary to consider:

Four new words are presented in the text of "Just Like New." The pupils will meet all of them prior to their independent reading of the story.

pretty -- used in the directive for assembling the group; used orally

yard -- used in Lessons 25 and 31, Letters and Their Sounds; used orally and in written form in this lesson

Joe -- presented in lesson 2

would -- presented in lesson 2

Materials needed:

1. Illustrations of characters made following lesson 2
2. We Are Neighbors, 1 copy per pupil
*3. Sentence strips
4. Individual bulletin boards, 10 pins in each
5. My Do and Learn Book to accompany We Are Neighbors, children's copies

Purposes:

1. Evaluation of work
2. Developing story sequence
3. Developing effective intonation in oral reading
4. Reading for enjoyment

Assembling the group:

Write on the chalkboard:

Did you make something pretty?
Bring it when you come.
Bring your new book, too.

Have the sentences read. If necessary, supply the word pretty. If desired, explain that pretty is a word which will appear in the next story.

*Provided with this lesson

Procedure:

Evaluating and Posting Illustrations Have the children show and identify the story characters they illustrated, recalling the outstanding characteristics of each. Have the name of each character repeated by all children.

Post the characters which appeared in the story, "Good Neighbors," explaining that they will be used for reference as the story is recalled. (Arrange to post the pictures of the other characters later.)

Telling a Story Have the story, "Good Neighbors," told by one or more children, referring to the posted pictures as desired. Give attention to details and sequence of events.

Oral Reading Have the pupils open their books to the story for the purpose of reading excerpts from it. Select children to read orally, giving attention to effective intonation, the following:

p. 8: Read what Jack said when his airplaine went over the fence.

p. 9: Read what Jack said when Patsy gave him his airplane.

p. 10: Read what Jean said when she wanted to know what Father was going to build.

p. 11: Read the noises that Father's work made.

p. 13: Read what Patsy said as she came through the new gate.

Developing Sequence Distribute the individual bulletin boards and the sets of sentence strips which develop the sequence of the story. Have the pupils place their sentence strips on the bulletin board at random, and read them silently. Then ask, "Which sentence tells the first important thing that happened in this story?" Elicit "Jack's airplane went over the fence." Have this sentence pinned near the top of the bulletin board.

Continue in this manner, eliciting the sentences in their sequential order, and pinning them in this order on the bulletin boards:

Jack's airplane went over the fence.
Patsy took the airplane back to Jack.
Jack's father came to build a gate.
Patsy's father helped build the gate.
When the new gate was ready, Patsy came into Jean's yard.

Have the sentences read.

> Note to the teacher: You may wish to insert into this lesson the idea of a little train bulletin board with puppets, as demonstrated at the in-service meeting. This may be particularly helpful for pupils who have experienced difficulty in arranging events in sequential order. As this will be more time-consuming, the oral reading may be deleted.

Post the illustrations of Mr. Joe and Miss Ring, explaining that they will appear in the second story. Have the names of both recalled.

Directions for Independent work

Distribute the sentence strips for the next story, "Just Like New." Explain to the pupils that they may read the story independently, then arrange the new sentence strips on their bulletin boards according to the order in which they appear in the story. Have them make illustrations to pin on the bulletin boards, if time permits.

Independent Activities:

1. Read independently "Just Like New," pp. 14-19.
2. Arrange the sentence strips in sequence on the individual bulletin boards.
3. OPTIONAL: Make an illustration for the story. Pin it to your bulletin board.
4. Complete page 1 of My Do and Learn Book.

ⓐ Jack's father came to build a gate.

When the new gate was ready,
Patsy came into Jean's yard.

Jack's airplane went over the fence.

Patsy's father helped build the gate.

Patsy took the airplane back to Jack.

ⓑ The boys took the cans of paint
down Garden Street.

They painted a flower box for
Miss Ring.

Mr. Joe had a toy airplane
for the boys.

They painted a big chair for Mr. Joe.

Jack and Ben helped Father paint
the gate.

WE ARE NEIGHBORS
Lesson 3

ⓐ-- Sentence strips for "Good Neighbors"

ⓑ -- Sentence strips for "Just Like New"

Representative Lessons (SBRIT): We Are Neighbors (Second Grade Program)

Lesson 23: Checking My Do and Learn Book; vocabulary review

Materials needed:

1. My Do and Learn Book, children's copies
2. Bulletin board of Animal Neighbors (prepared in Lesson 12)
3. *Sentence strips
4. OPTIONAL. Word cards from lessons 30-36, Letters and Their Sounds; always, animal, best, brown, car, chatter, door, friend, made, nuts, open, our, paper, paw, table, tall, thought, top
5. OPTIONAL. Copies of We Are Neighbors

Purposes:

1. Evaluation of work
2. Recalling the stories of Unit II
3. Vocabulary review
4. Critical reading

Assembling the group:

Write on the chalkboard:

> Come now.
> We will work with our workbooks.
> Then we will tell things about our stories.

Have the sentences read as the group assembles.

Procedure:

Checking pp. 28-29 With the pupils, check pages 28 and 29 of My Do and Learn Book as desired. During the checking of page 29, help the children briefly recall each of the stories described.

Recalling a story When page 29 has been checked, the titles of five stories will be underlined. By comparing these titles with those on the bulletin board, Animal Neighbors, elicit which story was not included on page 29. (Zeke, The Raccoon). Have the pupils recall this story and tell about it briefly.

Critical Reading Explain that you have some sentence strips which tell about the stories in the unit, Animal Neighbors. Some of the sentences, however, are "foolers," -- they are not true statements about the stories. Explain that as you give a sentence strip to each child, he must:

---

*Provided with this lesson.

1. read it silently -- carefully
2. decide which story it tells about
3. decide whether or not it is a true statement

Distribute the sentence strips, one per child. After the pupils have had a chance to read and analyze them, provide an opportunity for each child to:

1. read his sentence strip orally;
2. indicate which animal story it tells about;
3. indicate whether it is a true or false statement;
4. if it is true, pin it to the bulletin board under (or near) the picture of the animal it tells about; if it is false, discard it.

Distribute another sentence strip to each pupil, and proceed as above. Use as many of the sentences as desired, depending upon the time element and the size of the group.

Examining Words OPTIONAL It is to be noted that most of the new vocabulary of Unit II is included on the sentence strips. If the pupils experience difficulty with any of these words, write them on the chalkboard. After the sentences have been posted on the bulletin board, have the pupils examine each word listed on the chalkboard. Elicit ways for remembering the words. (Example: Chatter can be remembered by the ch digraph, the medial t's, and the final r.)

Vocabulary Reinforcement If pupils need further vocabulary reinforcement, use the word cards from lessons 30-36, Letters and Their Sounds (see "materials needed") as desired. Suggested uses are:

1. flash cards for group activity or for practice in pairs
2. a list of words to be used in creative writing (choose those which cause the most difficulty, arrange in wall pocket chart for reference)
3. a means of comparison with similar words.

Examples:	car	made	top	open	our
	care	make	stop	over	out

Independent Activities:

1. OPTIONAL. Write a story about one of the animals in the unit, Animal Neighbors. Include some of the new vocabulary in the story.
2. OPTIONAL. Make a funny illustration for one of the false sentence strips used in the lesson. Paste the sentence at the top of the picture.
3. OPTIONAL. Reread independently or in pairs as many stories from Unit II as you wish.
4. OPTIONAL. During spare time, reread the sentence strips which have been posted on the bulletin board, Animal Neighbors.

Tabby and her kittens lived in Betty's barn.

Tabby put her kittens on top of a table.

Jack and Jean took care of Nibbles.

Nibbles always picked flowers.

A baby elephant was on Uncle Bill's farm.

The baby elephant could open the door.

Happy was a little brown animal.

Happy made the TV go for Aunt Ann.

When Toddle crawled to the pond
he was happy.

Zeke always eats paper and shoes.

Nibbles still lives on the table.

The elephant wanted the baby shoes.

Sentence strips
WE ARE NEIGHBORS, Lesson 23

Mike did not like the monkey.

Toddle liked to crawl all around the house.

Zeke put his paw in something black.

Tabby thought her kittens were beautiful.

Nibbles put popcorn and nuts in his basket.

The baby elephant liked to eat popcorn.

Bob and Bill took care of Happy.

Happy's best friend was a beautiful dog.

Toddle was Dick's pet turtle.

Toddle lived in a car all the time.

Zeke was a raccoon who lived with Tom.

Mother thought Zeke could chatter.

APPENDIX C

Forms

Adaptation of the Harris Log Form

Daily Log Form Week of March 14-18, 1966

Teacher______________________

School______________________

	MON	TUES	WEDS	THURS	FRI	
Reading Activities						
Basal Reader Activity						
Experience Chart						
Individualized Reading						
Sight Word Drill						
Phonic Activity						
Other						
Supportive Activities						
Listening to stories						
Listening to poetry						
Discussion						
Writing						
Audio-Visual Activity						
A-V with intermittent discussion						
Dramatization						
Art work with reading						
Other						

For Basal Reader Classes, which have separate periods for Social Studies and Science:

Social Studies						
Science						

CEDAR RAPIDS PUBLIC SCHOOLS
OBSERVATION RECORD
Reading Research, 1965-1966

School:______________________________ Teacher:______________

Observer:______________________________ Method:______________

Time: Date

OBSERVATIONS:

METHODOLOGY:

1. Does teacher adhere to the method:
    - a. Does she use the perusal technique properly?
    - b. Are the words introduced in speech patterns?
    - c. Does she weave the picture and narrative together?
    - d. Does she avoid the traditional question and answer approach?
    - e. Thus, has she captured the spirit of what we are trying to do?
2. Is teaching mechanical, natural, creative?
3. Is teaching done with strain, ease, etc.?
4. Is teaching enriched in any way?
5. Is teaching effective?
    - a. Are the children mastering the vocabulary?
    - b. Are they developing adequate word analysis techniques?
    - c. What is the quality of the oral reading?
    - d. What is the quality of comprehension?
    - e. Are the children transferring their learnings?
6. Is the lesson well-planned (organized)?
7. is appropriate follow-up or seatwork used?

TEACHER'S RELATIONSHIP WITH SLOW LEARNING GROUP

1. Pacing: fast? slow? comfortable?
2. Is teacher aware of individual pupils' needs?
3. Does she remedy them?
4. Teacher's attitude

LEARNING CLIMATE

1. Type of control?
2. Class climate?
3. Does the teacher capitalize on every learning situation?

CHILD'S RESPONSE

1. Quality of response
2. Was the teacher able to sustain interest for the full 20-minute period?
3. Are there individual pupils who affect the group adversely?

OTHER:

Is there something that is distinctly different about this teacher's work? Comment:

Revised Form of Botel Inventory

BOTEL REVISED TEST

Directions and Key

INITIAL CONSONANTS

1.	Peck	P
2.	Bend	B
3.	Mow	M
4.	Wool	W
5.	File	F
6.	Vote	V
7.	Tank	T
8.	Size	S
9.	Doubt	D
10.	Roan	R
11.	Jaunt	J
12.	Heed	H
13.	Zone	Z
14.	Nudge	N
15.	Lest	L
16.	Yawn	Y
17.	Kilt	K
18.	Gourd	G

CONSONANT BLENDS

1.	Blithe	Bl
2.	Swap	Sw
3.	Frisk	Fr
4.	Crass	Cr
5.	Flounce	Fl
6.	Smear	Sm
7.	Dredge	Dr
8.	Stint	St
9.	Gripe	Gr
10.	Plush	Pl
11.	Glum	Gl
12.	Spike	Sp
13.	Clog	Cl
14.	Prance	Pr
15.	Scud	Sc, Sk
16.	Trek	Tr
17.	Slink	Sl
18.	Snag	Sn
19.	Bray	Br

(Administered January, 1966)

Form Filled Out At Last In-service Meeting

________________________________ (Child's Name -- last name first)

______________________ (School)

________________________________ (date)

______________________ (Teacher)

______________________ (Method)

Factors which you feel may influence this child's behavior:

Physical: ____

Home-Family: ______________________________________

Social (relations with children and adults): ____________________

Other: ____

Form Filled Out At Last In-service Meeting

3157 TEACHER REACTIONS

Method____________________
Teacher___________________
School____________________

Date____________________ _____

1. Decoding vs. "reading for meaning"
   a. Do you feel that the beginning reading process for the low group pupil should be primarily one of teaching the decoding of words or of teaching "reading for meaning"? Why?
   b. Which do you think you do better?
2. Parents
   a. Do you have suggestions as to how relations with parents could be improved?
   b. Did you have any negative comments from research parents this year? (If so, brief comment)
   c. Did you have any positive comments from research parents this year?
3. Basal Reading Program
   a. If you have had experience in another basal, what do you feel are the differences between it and the Ginn Basal?
      1) Pupil's text:
      2) Teacher's manual
   b. What do you feel are the strengths of the Ginn basal series?
      1) Pupil's text
      2) Teacher's manual
   c. What do you feel are the weaknesses of the Ginn basal series?
      1) Pupil's text
      2) Teacher's manual
4. In Retrospect:
   a. Do you have any suggestions for the program as a whole?
   b. How could the method you used be improved?
5. Additional Facilities
   If money were no concern, what would you add in the following categories to help you with the teaching of reading?
   a. Equipment in your room:
   b. Materials in your room:
   c. Facilities in your building:
6. If you could make changes in the way reading is taught in Cedar Rapids, what would they be?
7. How do you think you could most improve yourself as a teacher of reading?
8. If there was to be another research study in reading at your grade level, would you like to participate?

APPENDIX D

Tables

TABLE 14

SEPTEMBER AND MAY DISTRIBUTION OF SUBJECTS BY SEX AND METHOD GROUP

Method	BR	BRIT	SBRIT	SBRIT		Total
				C	E	
Sept. - Boys	59	57	68	43	25	184
Sept. - Girls	32	34	31	20	11	97
Sept. - Total Boys and Girls	91	91	99	63	36	281
May - Boys	43	40	45	22	23	128
May - Girls	23	28	24	13	11	75
May - Total Boys and Girls	66	68	69	35	34	203

TABLE 15

PUPIL ATTENDANCE

Number of Days Absent Boys	METHODS					Total
	BR	BRIT	SBRIT	SBRIT		
				C	E	
0-5	25	26	22	13	9	73
6-10	14	8	11	5	6	33
11-15	4	4	9	3	6	17
16-20		1	1	1		2
21-25		1	2		2	3
26-30						
Total-Boys	43	40	45	22	23	128
Days Absent Girls						
0-5	12	15	13	9	4	40
6-10	8	8	7	2	5	23
11-15	1	4	2	1	1	7
16-20	1					1
21-25			1	1		1
26-30	1	1	1		1	3
Total Girls	23	28	24	13	11	75
Total Boys and Girls	66	68	69	35	34	203

TABLE 16

MEANS OF 30 CLASSROOM GROUPS ARRANGED IN FOUR GROUPS ACCORDING TO THE AMOUNT OF MATERIAL COVERED IN SECOND READER (LEVEL ONE) BASAL READING TEXT - May 31, 1966

Pacing Group	# of Pages Completed in Reader	MEANS			
		Lorge-Thorndike	T.Q.I.	Metro. Prim. I	SAT Paragr. Meaning
I	240	95.8	6	54.6	26.6
	240	108.2	6	56.2	30.0
	218	101.9	9	46.2	23.6
	201	111.3	6	55.8	31.2
	201	96.7	6	54.4	29.4
	196	97.3	5	39.3	28.8
	183	106.9	9	56.3	27.5
	179	107.4	8	52.9	28.4
Group Means	207.25	103.19	6.88	51.96	27.51
II	162	96.5	7	49.8	24.6
	162	117.9	8	48.4	26.7
	157	103.9	7	56.0	32.3
	150	111.6	6	51.7	30.6
	142	105.7	9	50.3	23.2
	133	97.3	6	41.0	26.7
	128	109.2	6	46.6	25.5
	123	106.1	4	49.7	22.0
Group Means	144.63	106.2	6.63	49.19	26.80
III	113	111.6	6	49.0	29.1
	110	100.7	6	51.4	31.0
	110	106.1	3	52.9	25.1
	109	103.4	6	49.8	28.3
	105	105.7	4	50.3	30.2
	84	113.3	4	46.0	19.0
	84	119.8	5	60.4	31.6
Group Means	102.28	108.67	4.86	51.40	27.55
IV	77	102.6	7	50.7	30.1
	76	102.8	10	58.0	30.0
	57	108.8	4	45.0	24.4
	51	104.3	5	43.8	22.3
	51	107.2	5	51.4	29.4
	51	101.1	4	37.4	25.9
	25	105.10	7	51.3	25.9
Group Means	55.43	104.54	6.00	48.23	27.43

APPENDIX E

Miscellaneous

SBRIT Motivational Story (to accompany Lesson 58 Used with On Cherry Street)

CHRISTMAS FROLIC

This tale I have to tell happened the day before Christmas. Many people were busy finishing their Christmas shopping, hurrying through the streets with their packages. I was busy at my typewriter in the four-story office building in London, England, where I work.

Suddenly, I had the feeling that someone was watching me. I glanced to the window, and almost screamed, for someone was watching me! Then I laughed and said, "Look, Mary. There's Santa Claus at the window!"

Mary looked up from her work, jumped right off her chair, and giggled. Then everyone else in the office jumped up, and we all ran to the window.

"I don't think that's Santa," said Mary. "He is wearing a red and white suit and a red and white hat, but he has a long brown tail!"

"It's a monkey!" I cried. "A monkey dressed like Santa Claus! How did he get here?"

When Mary opened the window the monkey ran away, and then we heard all the noise. Honk, honk--CRASH--"There he goes!"--"Eeeeek!"--Plink, plank--"We wish you a merry Christ-mas"--Screech--"Will you please get that animal down?"--Brrrr--Tink, tink, tinkle.

Then we spied an organ man. He was playing his organ furiously. As the organ went "Tink, tink, tinkle," the organ man was looking up high, for it was his monkey who was running around on the scaffolding in front of our building.

The organ man stopped playing. "We've never been in this part of town before," he loudly explained to the policeman who was trying to direct traffic. "I think he's very excited."

"What's his name?" asked the policeman.

"Frolic," said the organ man.

"Frolic!" called the bobby. (In London, we call a policeman a bobby.) "Come down, Frolic! Come down!"

But Frolic didn't come down. Instead, he began shinnying up and down the scaffolding. And we heard some other girls in the building scream.

Then the horns started honking again. There were so many people in the street that the cars, buses and bicycles and scooters and trucks couldn't get through. The Christmas shoppers with their arms full of packages stood right in the middle of the street and watched Frolic.

The bobbies were shouting, "Move back, move back!" Children were calling, "Look! Look!" and "Come down, little monkey!" A brass band was playing a Christmas carol--"Deck the hall with boughs of hol-ly"--the chimes in a steeple were ringing. And again a red-faced bobby shouted to the organ man, "Will you please get that animal down?"

"I'm trying," said the organ man. "Maybe he'll come if I sing to him."

So, very loudly, he sang a very beautiful song. Frolic looked at him, but didn't come. None of the children could understand the words of the song.

"What is he singing, Mother?" asked a little girl.

I couldn't hear what the mother said, but I imagine she told her that he was singing in another language--Italian. Her long explanation probably told that the organ man came from a country named Italy. There his father taught him to sing the beautiful Italian songs. It is likely that his father gave him the old organ, too, and told him that it could make him happy and could help him earn money.

My attention was again drawn to the organ man, who was holding up a biscuit and shouting: "Here, Frolic. Come and get this biscuit, Frolic." Frolic came closer, but not close enough to get the biscuit.

"Here," called a man from the crowd. "Here's a bottle of pop." Frolic grabbed it, took two swallows, then sent it spinning into the crowd.

More people came--more and more and more! Frolic began doing all kinds of tricks on the scaffolding. Up and down, around and around, turning somersaults, hanging by his tail, teetering on a board. Children were clapping, but the poor organ man was becoming exasperated.

"Come, Frolic, come. Here, jump into my hat." But Frolic didn't come. The organ man dropped his hat onto the ground.

"Frolic, come! I want you to help me."

Frolic still didn't come.

The crowd was larger. The traffic jam was longer. The noise was louder. People were screaming, whistling and talking and singing. The brass band started playing "Santa Claus is Coming to Town."

There came the loudest sound of all--the sirens! And a big fire truck made the people move back. The truck stopped right in front of our building, and out jumped the firemen, with ropes and nets.

Up the scaffolding they clambered, trying to catch Frolic. Up and down, over and under they went. But Frolic consistently eluded them. For an hour and a half they worked. The firemen were getting tired, but not Frolic!

In fact, Frolic was so tricky that he was up when the firemen were down, and down when the firemen were up. One time he sat on the end of a plank and peered at the firemen above.

But as he perched there watching them, a bobby crept up behind him and threw a rope around him.

That was the end of Frolic's Christmas Frolic. But the organ man's hat was full of money, many people had a happy afternoon, and even though some people were late in getting home, they will always remember this Christmas--and LAUGH.

Pupil Dictated Story Following Lesson 58

THE FUNNY MONKEY

One day I was in London, and I saw the organ man. I saw the organ man frantically trying to make some money. Then he started to make music and his monkey, Mike, started to dance with a little boy. Then the monkey started to turn the corner, and the organ man ran after him. Then Mike hung by his tail on a post. Just as the organ man was about to catch him, Mike jumped on a man. Then he ran down the street. "Here comes the fire truck," said the organ man. "I wonder where the fire is!" The firemen said, "Where is the fire?" The organ man said, "Where is the fire?" Then they glimpsed Mike's green suit on a building down the street. Smoke was coming out of the doors and windows. Mike found the fire for the fireman. It was in a grocery store. Mike liked peanuts, and as he came by the store, he smelled peanuts burning. The organ man made money because Mike danced and the people that came to the fire paid the organ man.

Games and Exercises Used by Special Teachers

The format of the games listed in the following alphabet section is adaptable for use in reinforcing different skills. A complete description is given in this first section only. Thereafter, the game is mentioned by name, and the variant especially suitable for reinforcing a particular skill is described.

For Reinforcing the Alphabet

Match.* Pairs of letter cards are placed face down on the table. The object of the game is to remember where the like cards are and to pick up matching pairs. Each player turns over two cards in each turn and reads the letters aloud. If they match he may keep them and take another turn. If they are different, then he turns the cards over and the game continues with the next player. The player with the largest number of paired cards wins the game. The game was also adapted to the use of pairs of words or phrases on the cards.

Spinner. Letters and numbers are written in sections of a circular piece of oaktag. The player spins a dial and names the letter. His score is able to name correctly. The use of words in the sections served as a device for reinforcing vocabulary. (SBRIT-E5)

Trail games.* Trail-type games are constructed by the teacher based upon a theme of interest to the pupils, such as: a rocket flight, a wild animal hunt or a holiday theme. Letters are printed on separate cards with a number in the corner of each card. Each pupil pronounces the letter and moves his marker the number of spaces designated on the card. The winner is the one who first reaches the end of the trail. Hazards may be placed along the way, such as: directions either to go forward or to go back several spaces, miss a turn, take another turn, etc. This type of game proved especially helpful in vocabulary reinforcement by using words or phrases on individual cards.

Wordo or Bingo.* Draw lines dividing each card into equal sections. The center space is marked "free." Print the letters in the sections, using the same selection of letters on each card, but in a different arrangement. Small colored construction paper squares may be used as covers. Each of the letters are printed on individual cards. The game is played by having a pupil give the name of the letter on the individual card. Each player finds the letter on his card and covers it with a colored square. The player who first covers five letters in a straight line, horizontally, vertically, or diagonally wins the game. Words or phrases were printed in each of the sections and on separate cards. The game was then used to reinforce vocabulary or improve phrase reading.

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*As mentioned earlier in the report, games marked with an asterisk were introduced to the special reading teachers in the Reading Clinic at the State University of Iowa.

Checkers.* Letters printed on small cards are placed on a teacher-constructed checker board using photo corners, tape, or two small slits. Before each player may move he must read the letter on every space which is involved in a move. The game is played following the usual checker game rules. Words were reinforced by placing word cards on the checker-board.

Workbook sheet. This exercise was taken from material developed for the first grade reading research study (CRP 2698). Place the letter to be matched to the left of a line or colon. Place several letters to the right of the line or colon, including the letter to be matched. Have the pupil put an X through the letter to be matched. Thus, B: C B f h m

Matching letters. The pupil matches the corresponding lower case letter with the capital letters which appear on separate cards.

For Strengthening Phonetic Analysis Skills

Commercial games.

1. Go Fish.[1] Consonant sounds. (SBRIT-E5)
2. Go Fish.[2] Consonant blends.
3. What the Letters Say.[3] (SBRIT-E5)
4. Magic Cards.[4] The pupil uses a crayon to mark the correct letters or picture as he identifies the sounds. (SBRIT-E5)
5. Phonetic Quizmo.[5]

Teacher-constructed games and exercises.

1. Wordo or Bingo. Print the consonants, blends or digraphs in the sections. Small pictures of objects representing each of the sounds used should be put on individual cards. A pupil names the object on the card and identifies the letter which stands for the sound at the beginning of the object.

Variations: The teacher pronounces words and the pupils take turns naming the consonant or blend which represents the sound at the beginning of each word. Then each pupil covers the letter(s) and the game continues until someone wins. Or: The pupils may take turns removing a colored square at a time and naming a word which begins with the letter(s) in each section of the card.

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[1] Marion Kingsbury, Consonant Sounds (Washington, D.C.: Remedial Education Center, 1941).

[2] Marion Kingsbury, Consonant Blends (Washington, D. C.: Remedial Education Center, 1943).

[3] E. W. Dolch, What the Letters Say (Champaign, Ill.: The Garrard Press, 1955).

[4] Magic Cards (Chicago: Ideal School Supply Co.).

[5] Phonetic Quizmo (Springfield, Mass.: The Milton Bradley Co., 1957).

2. Matching letter to sound. 1) Select Ideal consonant pictures. Have the pupil name the object on each card, identify the letter which represents the beginning sound, and match it with the respective letter card. (SBRIT-E5). 2) Show Ideal consonant pictures, one at a time. Ask the pupil to write or say the letter with which each picture begins. 3) Read one or two words which begin with the same sound and ask the pupil to write the letter which stands for the sound heard at the beginning of the words pronounced.

3. Going to the supermarket.[1] Prepare word cards and magazine pictures for things that can be bought at a grocery store...Put one word on each card. Duplicate cards may be made. A leader is chosen to distribute the cards to each player. The teacher gives the leader a card with the word "basket." The leader says, "Who bought something that begins with the first sound of 'basket'?" Each child who has cards beginning with a b sound will read the cards aloud and drop them in the shopping basket...

4. Sound box. Secure a cigar box. Glue a felt piece on the top inner lid. Make 52 small uniform squares with individual backing. On the front of 26 of the squares write the individual letters of the alphabet (the lower case). On the other 26 squares put the upper case alphabet letters. In the inside of the base of the cigar box place a collection of trimmed magazine pictures which begin with the consonant sounds and vowel sounds. (Blends may be made by putting two of the individual letters together.) Post one of the key letters on the inner lid, distribute the pictures among the students. Direct each pupil to tell what sound is represented by his picture, and to decide whether or not his sound is the same as the key letter-sound. If his picture sound and the key letter match, he puts his picture on the cigar box inner lid next to the letter. If his pictured sound is not the same as the letter sound posted, he puts his picture in the bottom of the cigar box. (SBRIT-6).

5. Initial consonant combining with phonograms.[2] "The teacher draws five squares on the blackboard. In the left hand corner of each is a consonant, and beside each a list of phonograms. The children are asked to give the initial sound and then form the words." i.e.: W all
ell
ay

6. Initial consonant sound posters. Magazine pictures depicting all the consonant sounds are pasted on oaktag paper plus the letter represented by the sound. The teacher covers the letter, and if the pupil cannot find out the sound, then the teacher can give the pupil the aid of the letter.

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[1] David Russell and Elizabeth Russell, Listening Aids Through the Grades (New York: Teachers College, Columbia University, 1963), p. 37.

[2] David Russell and Etta E. Karp, Reading Aids Through the Grades (New York: Teachers College, Columbia University, 1961), p. 37.

For Strengthening Word Analysis Skills

Change Over.* Make two by three inch cards with the following words printed on them: (one word on each card)

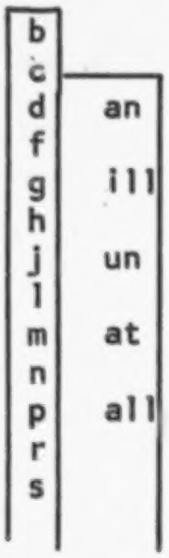
red led bed fed
lay bay may say
ball tall call fall
tack rack back sack
cake take rake lake
ran fan tan man
bun run fun sun
sat rat cat mat

(Other groups of words may be used.) There should be four or five cards with the words "Change Over" on them. Five cards are dealt to each player. The pupil on the left of the dealer plays any card, naming it as he places it on the table. The next player either plays a card that rhymes with the word played or begins with the same letter. For example, if man is played, tan rhyming with man, or mat beginning with the same letter could be played. If a child cannot play, he must draw from the extra cards until he can play or has drawn three cards. If he has the card "Change Over" he may play that card and name a word that can be played on it. Each player must pronounce both the word on the top of the pile and the one which he plays. The winner is the first player who is out of cards.

Make a Word.* Each player receives a card with one common phonogram on it, such as at or ill. On the card are five empty circles. Players take turns drawing paper discs on which are printed initial consonants or blends. If the letter(s) makes a known word when placed before the word ending on his card, the player may keep the disc and fill in one of his spaces. The winner is the one who first fills all of the empty circles on his card. A clown or seal juggling balls may be used.

Sentence Dictation. The teacher dictated sentences which the pupils wrote either on the chalkboard or on paper. These sentences included many words which rhymed with words in the pupil's reading and spelling vocabulary, and which he could write by substituting initial sounds. Examples of these are: Ray can stay and play with the clay. She took a book to the cook.

Blending sticks. Tagboard was cut into strips one inch wide and ten inches long. The single consonants were written on one side of a strip and blends and digraphs on the other side. On a second strip common phonograms were printed several inches apart. The pupil held one stick in place and then moved the second one to form all possible combinations as he blended the initial letters with a phonogram.

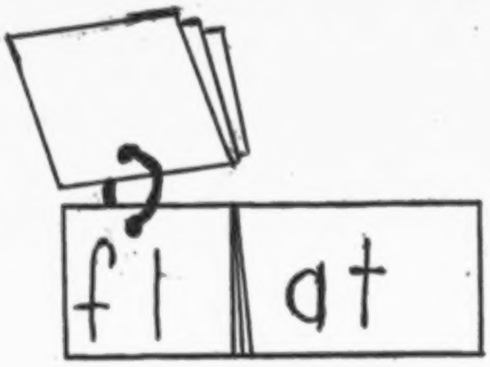


Grid.* Lines were drawn on a sheet of paper in the form of a grid. Initial single consonants, blends or digraphs were written on the left side of the sheet and common phonograms across the top. A pupil combined the letters and if they made a known word he wrote it in the respective box. Nonsense words may also be written in the sections. Pupils read all the words across the sheet beginning with a given letter(s) or those down the page which all rhymed.

	ack	ay	ain	ill
b	back	bay		bill
s	sack	say		sill
tr	track	tray	train	trill
pl		play	plain	
ch			chain	chill

Tic Tac Toe. Word families were printed on cards using a different color to write each set of five words, such as: gay, way, jay, gray, and stay; day, lay, say, clay, and tray. Lines were drawn on a sheet of paper and two players followed the regular rules of the game, naming the word on the card as they took their turn.

Flip cards. A common phonogram was printed on the right-hand side of a piece of three by four inch tagboard. Single initial consonants, blends or digraphs were printed on cards one and a half inches by three inches. A hole was punched at the top of each small card in the center and one to correspond with these in the larger card. A metal ring was used to attach the smaller cards to the card with the phonogram. A pupil flipped the cards with the consonants or blends and read the words that were formed by combining these letters with the common ending.



For Strengthening Word Analysis Skills, cont'd.

Golf Game.* A golf course with nine holes was drawn on a large sheet of oaktag. Eighteen holes may be used if desired. A single word was printed on one side of each small card, while on the other side a sentence was printed using the word, such as:

frame

Mother put the
pretty picture
in a frame.

One card was used for each "hole." The isolated word was shown to the pupil. If he could pronounce the word correctly he made a hole in one. If not, he was allowed to read the sentence on the reverse side of the card. He made the hole in two strokes if he read the word correctly in the sentence. If he needed additional help in attacking the word he was asked to think of a word which had the same phonogram at the end, note the initial letter(s) and then to substitute the sound which it represented in the known rhyming word. When he was able to do this he made the hole in three strokes. A pupil's score was determined by adding the number of strokes for all nine holes. In future games he was encouraged to improve his previous score by "taking fewer strokes."

Workbook sheets.[1] Pages were removed from the book and placed in individual plastic bags with a cardboard reinforcement. Pupils used a crayon to mark the worksheets when this was required. Placing these in plastic bags enabled several pupils to use the same workbook pages.

Substitution of sounds in words. As the teacher pronounced words, the pupil substituted the initial or final letter(s) to make the new word, such as: cat, sat, bat, fat, fan, ran, man, map, lap, tap, etc. Substitution of blends and vowels might also be used. Pocket charts with individual letters printed on small cards might be used rather than writing the words.

For Improving Silent and Oral Reading

Phrase cards. The pupil was given practice reading phrases on cards that were teacher-constructed or commercially prepared.[2]

Wordo or Bingo.* Phrases were written in the squares.

Match.* Phrases were printed on pairs of cards.

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[1] Stern, Catherine, et al., We Discover Reading, Structural Reading Series, Book B, The L. W. Singer Co., Inc., 1963.

[2] E. W. Dolch, Sight Phrase Cards (Champaign, Ill.: Garrard Publishing Co., 1948).

For Strengthening Structural Analysis Skills

Caboose.* Prepare sets of three cards each arranged as follows:

work	worked	working
work	work	work
worked	worked	worked
working	working	working

Five cards are dealt to each player. Each player takes his turn by asking the other pupils for words he needs to complete a set of three cards. For example, if he has the cards with work and working at the top, he might ask for the word worked. If the other players do not have the card, he must draw a card from the deck. The one having the most complete sets at the end of the game is the winner.

Pictures with sentences. Pictures showing common objects of activities were used, such as a man painting a house. A sentence was written beneath each picture. All words used in the sentences were within the pupils' sight vocabulary except the new word which he was asked to attack as he read the sentence, such as: This man is painting his house. Sentences containing new compound words were also used with pictures.

Dictation of contractions. The teacher dictated the contraction and the pupil wrote the contraction in a sentence. (SBRIT-E6)

Generalizing about contractions. Pronunciation comparisons were made among the words ending with the same contraction, i.e., don't, didn't. Later, as the pupil learned different endings, these were compared. Ex. can't, they'd.

Addition of endings. The endings s, ed, ing were added to words in the pupils' sight vocabulary such as look, help, want, play. The pupil then read the words and used them in oral sentences. (SBRIT-E5)

Discussion of ending ed. The ed ending was added to words in the pupils' sight vocabulary. The pupil was helped to discover the different sounds made by the ending ed when it was added to the words, i.e., called, jumped, painted. (SBRIT-E5)

Teacher-written stories. A teacher-written story containing many words with suffixes was read by the pupil. The pupil then underlined all the words having suffixes and the pupil chose a title for the story. (SBRIT-E5)

Identification of suffixes. On a circular piece of oaktag was printed words (nouns, adjectives, verbs) around the circumference. At the center were affixed long strips of oaktag, each shaped like the large hand of a clock. Each hand had an ending (er, es, ed, est, ing). The teacher read a sentence to the pupil using one of the words on the chart. The word was not used properly in the sentence. The pupil selected the ending for the word which made it correct.[1] (SBRIT-E6)

Suffix dial. Two circles, one smaller than the other were fastened together through their centers in order to rotate freely. Root words were printed around the circumference of the large circle and suffixes around the smaller wheel. By rotating the larger wheel, the various suffix endings were combined with the root words.[2] (SBRIT-E6)

Posters. A root word was written, then the paper was folded like a fan so that with manipulation the teacher could put several suffixes next to the root word.

Oral sentences. Contractions were used in oral sentences. The sentence was repeated using the two words which represented the contraction. (SBRIT-E5)

Match cards. Contractions written on cards were matched with the corresponding words on separate cards. (SBRIT-E5)

Discussion of contractions. The meaning of contractions and how they are written was discussed. The apostrophe was identified, and what it replaced, as well as the pronunciation of contractions, was emphasized.

Wordo with contractions. The teacher pronounced the contraction or the long form of the contraction and the pupil located this on his card. (SBRIT-E6)

For Reinforcing Vocabulary.

Commercial games. Grab.[3]

Teacher-constructed games and exercises.

1. Wordo or Bingo.* Words or phrases were printed in each of the sections, and on separate cards.

2. Crossword puzzles. Sentences provided clues for the placement of words in simple puzzles.

3. Old Maid.* For this game, a card deck with a total of twenty cards are needed with the addition of one card for the Old Maid. The cards are all dealt to the players. Beginning with the player at the dealer's left, turns should be taken drawing from the player at his right. As the pairs of cards are formed, the words are pronounced and the book is placed on the table. This process is continued until all the cards are

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[1] David Russell and Etta Karp, Reading Aids Through the Grades, op. cit., p. 48.

[2] Ibid., p. 36.

[3] Dorothea Alcock, Grab (Covina, California, 1953).

matched and one person is left with the Old Maid. This person has lost the game. The Ginn-Dolch vocabulary words were used for this game.

4. Written Directions. Directions for carrying out various activities in the room, such as: "Find a box. Then put something red in it." are printed on individual slips of paper. The pupil draws a slip of paper from a box, reads it, and then follows the directions on the slip.

5. Fish.* Duplicate cards in pairs with one word on each card. Five cards are dealt to each player with the remainder of the pack placed face down in the center of the table. Each player takes his turn asking the other players for a word that matches one of the cards which he has in his hand. If someone has the card he must give it to the first player. This player may continue to ask for the other cards until he is unsuccessful. If the other players do not have the word asked for, they may say "Fish" and the player who is asking must take the top card from the pack. The game continues in this manner for all of the players. The winner is the player with the largest number of paired cards at the end of the game. This game may also be played by asking a certain player for each word desired.

6. Tachistoscopes. An opening is cut in a teacher-made or commercial outline such as a turkey or snowman. Two small strips are taped or glued above and below the opening on the back of the outline. The words being studied are printed on an oaktag strip. The pupil pronounces the words as they appear in the opening.

7. Write word in sentence. Pupil writes the word giving difficulty in a sentence or he dictates a sentence using the new word for the teacher to write. The sentences are then read, and if desired, illustrated.

8. Match.* Pairs of words or phrases were used on the cards.

9. Spinner. A word and number are placed in each section.

10. Checkers.* Words are placed on a checkerboard.

11. Trail games.* Words or phrases to be studied are printed on individual cards.

12. Red Light.[1] Words are printed on cards and placed in one deck. Several cards are added which have the words Red Light on them and the pack is placed in the center of the table. The first player turns over the cards and reads the words on them until he comes to one marked Red Light. This is the end of his turn and the game continues with the next player. The player with the most cards at the end of the game is the winner. (SBRIT-E5)

13. Treasure Hunt.* Several packets of six to ten word cards are used for this game. These packets are placed in various areas of the room. The player (child) is given the first packet. He reads every word card. The last card in the pile tells where the next packet may be found, such as "Look in a blue book on a little chair." The score may be the total number of words read correctly or the child might try to finish the game in a given length of time. (SBRIT-E5)

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[1] Let's Play a Game, Ginn and Company, 1964.

14. Pig.* The words are written on individual cards. In a deck there should be six or seven cards with the word "Pig" written on them. The cards are divided evenly among the players and keptface down on the table. The players take turns turning over one card from their pack, pronouncing the word on it, and placing it on a pile in the center of the table. As a card with "Pig" is turned over, no one is supposed to say it, but instead everyone is to place a finger on the side of his nose. The first one to place his finger in this position gets the pile of upturned cards. If the player says the word "Pig" or if someone fails to place his finger on the side of his nose, that player must give a card from his pile of the cards to each of the other players. The one with all or most of the cards is the winner. A variation of this game is to use words such as "Valentine" or "Santa Claus" rather than "Pig." (SBRIT-E5)

15. Card file. The file consisted of a shoe box with removable oaktag markers placed length-wise in the box. The markers indicated pre-primer, primer, first reader, and second reader words. No alphabetical filing was used. The upper right-hand corner of each card was colored red if the pupils had mastered the word.